DOCUMENT RESUME

ED 332 649 HE 024 629

AUTHOR	Elton, Charles F.; Carey, Karen W.
TITLE	Appalachian College Assessment Consortium Project.
INSTITUTION	Kentucky Univ., Lexington.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	Dec 89
CONTRACT	G008642166
NOTE	131p.; Appendix A and portions of appendixes D and E contain marginally legible print.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*College Outcomes Assessment; *Consortia; Educational Assessment; *Evaluation Methods; *General Education; Higher Education; *Institutional Research; *Interviews; Liberal Arts; Private Colleges; Program Development; Regional Programs; Self Evaluation (Groups); Small Colleges; Student Attitudes
IDENTIFIERS	*Appalachia

ABSTRACT

The report describes the Appalachian College Assessment Project, which developed a consortium to assess cooperatively the outcomes of the general education programs of a group of private liberal arts colleges in central Appalachia. Evaluation methods included a freshman/senior essay, the Academic Profile, the Pace College Student Experiences Questionnaire, and senior interviews. The structured group interview process, developed in the consortium, has proven to be the most productive of the assessment methods. The senior interview involves one faculty member and several students for an intensive 2-hour conversation and has been highly rated by both students and faculty. Over the 3 project years, approximately 250 faculty and about 1260 students have participated in the interviews. Interviews were analyzed in relation to college goals, and each college was provided a written analysis of interview results. A series of conferences on assessment and general education provided faculty development as well as consortium direction. The consortium also provided a meaningful comparison group of similar institutions for individual colleges. The bulk of the document is made up of five appendixes which provide: the guidelines used in conducting the interviews; a sample transcript and analysis; guidelines for the freshman-senior essays; information on the Assessment Institute; and information on the assessment consortium conferences. (DB)

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ED332649

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Grant number G008642166

Project Dates Starting Date November 1986

Ending Date December 1989

Number of months: 36

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Grant Award Year 1 $93,296
Year 2 77,268
Year 3 52,147
Total $222,711

HE 024 629

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FINAL REPORT

Project Summary

The Appalachian College Assessment Project developed a consortium to assess cooperatively the outcomes of the general education programs of a group of private liberal arts colleges in central Appalachia. The consortium eventually involved fourteen colleges which serve as a reference group for each other. Its multiple methods included a freshman/senior essay, the Academic Profile, the Pace CSEQ, and senior interviews. The interviews were developed in the consortium and have proven to be the most productive of the assessment methods used and have been adopted by several other colleges and universities. A series of faculty conferences on assessment and general education were important in making the consortium a reality and as a form of faculty development. The project has become the basis for a slightly revised consortium which is funded by the colleges themselves.

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Executive Summary

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Project Overview

A consortium of fifteen private liberal arts colleges in Central Appalachia was formed in conjunction with the University of Kentucky's Department of Educational Policy Studies and its Appalachian College Program. The colleges involved were, in Kentucky: Berea, Union and Lindsey-Wilson; in North Carolina: Mars Hill, and Warren Wilson; in Tennessee: Maryville, Carson-Newman, King, and Milligan; in Virginia: Emery and Henry, Ferrum, Shenandoah, and Virginia Intermont; and in West Virginia, Wheeling Jesuit College.

The original motivation for the consortium was to develop a cooperative approach to assessment that would be meaningful to the colleges and help them address the Southern Association's new Institutional Effectiveness criteria. The project involved three major efforts: organizational efforts related to building the consortium, developing the consortium's assessment approach, which also became a kind of faculty develoment effort, and activities related to collecting and analyzing data and feeding it back to its sources. The project developed a multiple-measures approach to assessing general education at the program level, and in the process developed a structured interview process which has been adopted by several other institutions. It is continuing with funding from the colleges and direction from a faculty member at one of the member colleges.

Purpose

The purpose of the project was to build a consortium that would become self-sustaining because it provided meaningful approaches to assessment which also would satisfy the institutional effectiveness criteria for accreditation by the Southern Association of Colleges and Schools.

The culture of the colleges is unique in some ways. All are private, church-related liberal arts colleges in Appalachia with similar goals and purposes, quality faculty dedicated to teaching. similar student bodies, and real resource constraints due partly to their geographical isolation. We wanted to use or develop assessment methods appropriate to their curricula, missions and culture. The colleges also wanted to serve as a reference group or norm group for each other in interpreting assessment data.

We wanted the actual process of participation in the consortium, as well as the assessment data, to help the colleges identify both strengths and weaknesses. In that sense we saw the project as a potential source of faculty renewal. We also assumed that some economies of scale would be inherent in

the cooperative approach generally, and by sharing the expertise available through the University of Kentucky in particular.

Background and origins

The Assessment Consortium grew out of an existing group of 38 Appalachian Colleges which participate in the UK Faculty Scholars/Appalachian College Program. Although those colleges had a history of connectedness through the University of Kentucky, the consortium required a major change in the level of commitment and the nature of their interactions. From the University's point of view, this was the first attempt to get the colleges working together as whole institutions, rather than serving the colleges by supporting individual faculty. From the colleges' viewpoint, this was the first time they were required to be involved in the planning and to make a financial contribution to the group effort.

Project Description and Results

The consortium was coordinated by a consortium director at the University of Kentucky. It started with five colleges, one from each of five central Appalachian states; by the end of the project fourteen colleges were members. The director served as a consultant, travelling several times a year to each college, working with faculty and deans, planning and holding conferences for all consortium faculty, collecting data, and coordinating the devleopment of a multiple method approach to assessing general education at the program level.

One major aspect of the project involved creating the consortium, so that both the deans and the faculty identified themselves as members and experienced their peers from the other institutions as colleagues. The primary means for accomplishing this was a series of conferences relating to assessment of some aspect of general education. About 225 faculty and 14 deans were involved in the conferences, and both deans and faculty reported the conferences were among the most valuable aspects of the consortium. Another is the cross-pollination function served by providing information and ideas on assessment and other issues, either in person or in newsletters, from the consortium office. The director had to become familiar with the climate, processes and concerns of each college and to be able to provide a larger higher education context as a basis for understanding and planning assessment activities for the consortium.

A second major effort was developing the actual multiple method approach to assessing general education. The consortium used the College Student Experiences Questionnaire, the Academic Profile, a structured senior interview process, and a freshman-senior essay in attempting to assess the quality of their overall general education programs. The interview assessment has been the most valuable of these. Its value lies both in the process and the results. Both students and faculty value the experience. Seniors appreciate the fact that faculty are really listening for several hours. Combining several students and one faculty person in one interview group allows for an intensive two-hour conversation, during which students usually synthesize some of their experiences for the first time. Each faculty member conducts only one interview, so that the process informs a critical mass and provides a community of understanding on each campus. Faculty value the process because they trust it as a source of meaningful information which is clearly related to the curriculum and environment they have helped to create. The personal interaction in itself seems to be worthwhile for both.

The interview questions were selected by the colleges through a travelling Delphi technique from a list developed by outstanding educators across the country for the purpose of assessing general education. Rather than asking students to report on or give opinions about their general education, the interviews require seniors to demonstrate their general education in a conversational format, and in so doing become a very rich context-specific source of data. Over the three project years at least 250 faculty and about 1260 students were involved in the interviews. The conversations were taped, transcribed and analyzed in relation to the goals of the college for general education by the director of the consortium. A written analysis was provided for each college along with a personal presentation to the faculty with some interpretation of the college in comparison to the others. Frequently the data indicate that the college is accomplishing its goals quite effectively, and in a way that reflects the philosophy of the institution, i.e., through a strongly historical frame of reference, or with an emphasis on social responsibility. Several colleges have modified courses or portions of their programs, retrained faculty or undertaken reviews of the general education portion of their curriculum based on the interview data.

The third major effort was coordination and collection of data for the thirteen colleges. The directors served as institutional researchers for the consortium as a whole and as institutional research advisors for individual colleges. They developed group norms, analyzed in more depth the data from the Academic Profile, and produced a combined report of the Pace College Student Experiences Questionnaire data. Other administrative tasks included negotiating with ETS and with UCLA about group rates and services, and billing and accounting. The Academic Profile has been only marginally useful, providing little new information, at fairly high cost. The CSEQ provides a broader context for interpretation of the interview data, both for the consortium as a whole and for the individual colleges. Only about 45 students were interviewed in each college during a given year, so the CSEQ helped indicate whether comments in the interviews were patterned or idiosyncratic, and provided useful information about many aspects of the college experience.

Evaluation was and is an ongoing aspeact of the consortium and each of its activities. It has been primarily conversational and formative. An important indicator of success is the continuation of the consortium with funding from the colleges. A more stable financial base is still needed for the consortium to actualize its potential, however. Dissemination of information about the project and its components will occur at a major conference to be held in Lexington in Fall 1990. Articles, professional presentations, and consultation with other institutions are also part of the dissemination process. Information about the consortium process and the interview process has been requested by hundreds of institutions. The interviews have been adapted by several large universities as well as other private liberal arts colleges and community colleges.

Summary and Conclusions

Developing a consortium of colleges is a very challenging and complex process with real potential for improving the quality of undergraduate education in these colleges. Because of its complexity, advance planning should be done thoroughly and at every level. Both the process and the outcomes are well worthwhile!

THE APPALACHIAN COLLEGE ASSESSMENT CONSORTIUM

Project Overview

The consortium began with five colleges, one in each of the five Central Appalachian States. Though each college is unique, they share similar missions, curricula and philosophies. All are private, church-related liberal arts colleges, whose histories are related to their Appalachian location. They share similar strengths: dedicated faculty, commitment to quality undergraduate education, an emphasis on individual student development -- and similar weaknesses: resource constraints, invisibility on the national higher education landscape, and the ensuing difficulty in recruiting faculty and students. Because of these commonalities, we believed that a consortial approach to institutional research and assessment could provide information which could help the colleges document their successes and plan to improve their effectiveness as institutions of higher education.

The original five colleges were chosen by the Director of the University of Kentucky's Appalachian College Program, primarily on the basis of her previous work with the deans of the colleges and their mutual estimation of the college's ability to benefit from and contribute to a consortial effort. The five colleges were Berea, (Kentucky); Maryville, (Tennessee); Wheeling Jesuit (West Virginia); Mars Hill, (North Carolina) and Emory and Henry, (Virginia). In the second year, eight colleges joined the consortium. During the third year, two dropped out and one joined. Altogether fourteen colleges were involved. The Consortium with ten colleges continues under the direction of a faculty member from Mars Hill College.

The Appalachian College Assessment Consortium was started as a FIPSE

project. It was intended partly to change the nature of the University's involvement with private colleges in the region by applying some of the resources of the University's Department of Educational Policy Studies and Evaluation to helping private liberal arts colleges address the new assessment criteria of the Southern Association. It was also intended to change the nature of the relationships of the colleges to each other. At the same time, we intended to develop cooperative approaches to assessment that would meet certain criteria: they had to 1) be meaningful to faculty 2) be valuable to students, 3) provide better information than the colleges could develop alone, 4) serve as a basis for improving the quality of the educational experience in the member colleges singly and as a group, and 5) be economically feasible.

During the three project years the consortium made substantial progress towards its goals. A multiple-method approach to assessing general education evolved. It included an assessment institute and assessment conferences for faculty, senior interviews, freshman-senior essays, the Academic Profile, and the Pace "College Student Experiences Questionnaire."

One of the most important products of the consortium was the development of the senior interviews. They were important for several reasons. First, the quality of the information the interviews yield is not available from any other source. It is rich, dense and context-specific. The interviews not only address questions of meaning, but they are consistent with the oral culture of Appalachia and the personal aspects of education necessary to creating the sense of community experienced in these colleges. The data from the interview transcripts also provide a context for the interpretation of other assessment data. Interviews make sense to faculty. Their face validity is helpful from an administrative viewpoint because it engages faculty in assessment issues within a concrete context and serves as a springboard for discussion of the meaning of other kinds of assessment data as well.

activities and to accept other kinds of data collected as part of an assessment program. The fact that the interview process itself is educational is also important. It is valued by both faculty and students; in fact, the overall process became a form of faculty development.

Although we saw the interviews as being particularly suited to private liberal arts colleges in Appalachia, both the method and the questions have been adopted by other institutions, including research universities, regional universities, community colleges and professional schools. While much work remains to be done in refining the analysis process, an important foundation has been established.

The extent to which the success of the project depended on active consortium-building as an intentional part of the project had not been anticipated in the original plans. We learned that the Director has to serve an integrative function, devoting consistent effort to building and maintaining the consortium. Otherwise, efforts tend to concentrate on activities closer to home and to individual college interests. Consortium building had to occur both at the level of the deans and at the level of the faculty, so another major activity of the project involved creating opportunities for the college faculties to discuss assessment questions and project data together. A two-week institute on assessment was held the first year of the project, and each succeeding year two conferences on assessing some aspect of general education involved various groups of faculty. The conferences were evaluated very positively by partipating deans and faculty who were stimulated to think about assessment in new ways and to interact with colleagues and exchange ideas and information about general education and what kinds of approaches have been effective. Sharing their own knowledge and benefitting from the experiences and knowledge of colleagues in the other colleges became a form of faculty development in its own right, in addition to

the benefits to the assessment programs.

Perhaps more than any other type of higher education institution, the small private liberal arts colleges understand community. The Appalachian College Assessment Consortium has become the foundation for a new community. Funded by the member colleges, the consortium is continuing under the direction of a faculty member from Mars Hill College, and is in a transitional stage. During its initial stage, some of the consortial relationships were intentionally left undefined, so that they could develop naturally, and also to prevent any sense of domination of the consortium by the University. Within the next year certain procedures will have to be defined and more clearly structured. The consortium has the potential to help the colleges expand their assessment scope, perhaps to pursue creative, cooperative approaches to assessing outcomes of their academic majors and student affairs programs. In so doing it can also serve as an ongoing center for faculty exchange and development that helps overcome some of the effects of geographic and academic isolation.

Purpose

Although we originally had defined the purposes of the consortium as developing meaningful, cooperative approaches to assessment, in retrospect, there were several purposes:

1) We wanted to develop a consortium of colleges which would become self sustaining. Each of the consortium colleges was also a part of the University's Appalachian College Program, essentially a loosely knit voluntary group of 38 colleges whose deans attended an annual meeting at the University of Kentucky, and whose faculty were eligible for fellowships in the sciences and the humanities to enable them to conduct research at the University of Kentucky. There is no cost to the colleges for participation. The Program has been funded mainly through foundations and was designed to help the

institutions by helping individual faculty. The assessment consortium was quite different in concept. Rather than benefitting individual faculty members with fellowships, the consortium was planned to engage the entire college in a mutually beneficial cooperative effort, with each college contributing financially and practically to its success.

2. A major purpose of the project was to assist the colleges, most of which, as members of the Southern Association, were trying to meet the new Institutional Effectiveness Criterion for accreditation, by serving as an identifiable institutional research function. Most did not have the resources to hire a director of institutional research. Indeed, if the function existed at all it was usually a part of one faculty person's many responsibilities. In the process of meeting the new Criteria we also wanted to provide better information for improving the quality of the educational experience at the colleges than would otherwise be available. The project also seemed to present an opportunity for the colleges to meet the new criteria and, as relatively "invisible" institutions, to document their successes as a group.

3. There are some instances in which a national norming is not a meaningful comparison group. The colleges as a group are unique in many ways, and developing ways these similar institutions could serve as a reference or comparison group for each other as they assessed the effectiveness of their general education programs was another purpose of the project.

4. Just as the composition of the reference group was important, the assessment methods used had to be appropriate to these colleges and their curricula. Another purpose of the consortium was to develop such assessment methods.

5. Providing a needed service at less cost than otherwise possible was another goal. One co-director of the project was an institutional researcher who, along with a faculty member from the Department of Educational Policy

Studies and Evaluation at the University of Kentucky, could conduct in-depth analyses of the group data and help generate reports for the colleges which would enable them to improve their academic programs.

Originally it was assumed that saving money was at least a goal, if not a purpose, of the consortium. While it operates in a manner designed to minimize costs and maximize benefits, it did in fact cost the institutions more than they were previously spending on assessment, but less than they would have spent collectively. While there are economic advantages to a consortium, there are also administrative costs. The benefits of the consortium derive partly from the process of cooperation itself, and partly from the quality of the results.

The original plan involved hiring one institutional research person to work with five colleges to develop the consortium and a cooperative approach to assessment. Each year the group would add five to ten more colleges, with the idea that by the end of the three years the group could be self supporting. Participation for the first year was essentially underwritten by FIPSE, and each succeeding year colleges were to pay a membership fee. The exact mechanism for this arrangement was not clearly thought out at the beginning, and it proved to be quite cumbersome. The idea that the original five colleges would participate at no charge during the first year made sense, given that the entire project was experimental. However, the second year, those five colleges were each contributing $2000 and the next group of colleges was benefitting from what was learned the first year and receiving their initial year of membership at no charge. One of the colleges which joined during the second year dropped out after their free year. Colleges were required to sign an agreement to participate for one year as financially contributing members, but the agreement was not enforced. There may have been some feelings of inequity around aspects of the financial arrangements.

Another problem we had not anticipated was the difficulty of working simultaneously with several sets of institutions (first year, second year, third year) each at different stages of understanding regarding both assessment and the consortium. The director's attention was divided by having to explain and essentially market the project to potential new members while simultaneously developing and implementing initial plans and collecting and analyzing data.

Additional advance planning would also have addressed the criteria to be used for adding new colleges. We had originally thought that we could absorb ten new colleges each year. After the first year we had revised that to five, but when eight wanted to join we had no basis for selection, so all were added. In retrospect, more time and attention should have been devoted to planning before attempting to carry out the project. Both the deans of the colleges and some faculty and the University of Kentucky directors should have met over a period of several months to develop more agreement about directions and more concrete plans. Because that had not happened, a great deal of effort and actual project time had to be devoted to developing a sense of shared direction and identity with the project.

Background and origins of the project

The Assessment Consortium is an outgrowth of the Appalachian College Program. Once a part of the University of Kentucky's Appalachian Center, that program is now called the Faculty Scholars Program and is administered through the Graduate School. The Appalachian Center itself was founded by John Stephenson, current President of Berea College, when he was a faculty member at the University of Kentucky, as a place where faculty scholars and researchers from various fields with interests in Appalachia could conduct interdisciplinary research which would also be of service to the region. The

Center included the Appalachian College Program which was originally funded by the Andrew W. Mellon Foundation. It provides fellowships for humanities faculty from private liberal arts colleges in the central Appalachian Region to spend time at the University of Kentucky studying and doing research which they could not do while teaching at their home campuses. Additional funding from the Pew Trust provides similar fellowships for science faculty. The interaction of scholars from Appalachia with those from UK enriches both the University and the region. The Program also funds grants for faculty to travel to professional conferences, workshops on computer literacy, and traveling UK scholars. Recently the Program has attracted funding for and implemented a regional computer network, an endowment for fellowships, and several science conferences.

The Assessment Consortium thus developed in the context of a history of cooperative working relationships between the University of Kentucky and the 38 private liberal arts colleges in the five-state Central Appalachian region. However, the Appalachian College Program was essentially a loosely knit, voluntary group of colleges, whose deans attended an annual meeting at the University of Kentucky. The director of the Program was interested in developing a project which would involve the colleges as institutions, rather than individual faculty from the colleges, in a mutually beneficial cooperative effort. Until the inception of this project, the colleges' cooperative effort had been limited to planning a conference on international education, which involved little or no financial commitment from the colleges. One goal for the project was to develop a consortium which would involve more direction and commitment of both time and money from its members for their mutual benefit.

Another factor in the background of the project was that the initial five colleges had been chosen by the director of the Appalachian College (Faculty

Scholars) Program, mainly on the basis of her working relationship with the college deans. However, between the time when the colleges were selected and the project began, four of the colleges had new deans, so they were new to the idea of the consortium and to their colleges. The project was planned to be administered through the University of Kentucky. The project director was a higher education faculty member interested in types of higher education institutions and in using Entwistle's methods to examine student learning; the director of educational assessment was particularly interested in liberal arts education and had been director of institutional research at several institutions, including Berea College. They had originally proposed a project to assess learning in the major, because they saw it as a necessary component of an assessment plan and a relatively manageable context for the success of an assessment consortium.

Project Description and Results

It was not obvious at the time, but the college deans and the project directors started the project with unspoken but clearly competing visions of "a successful consortium." The private liberal arts colleges tend to be sensitive to being told what to do by the big university down the road which really doesn't understand them, just as the research university is resistant to being told what to do by liberal arts colleges which don't understand them. Unfortunately, these divergent visions were not communicated at the outset.

The deans saw the consortium as an action project. As the project began the five college deans were interested in assessing the outcomes of their general education programs and of the entire liberal arts experience, rather than their majors. General education is in some ways the specialty of these private liberal arts colleges. It would be helpful to be able to document

their successes in this area for their various publics. Assessing general education is probably the most difficult academic assessment; the deans felt that if they were going to have an extra boost from the FIPSE project, they should use it to approach a difficult problem. The fact that three of the original five colleges were a "cluster" in the Association of American Colleges (AAC) FIPSE project on assessing academic majors further turned the group toward assessing general education.

The project had two directors. The faculty project director had an extensive background in quantitative research in higher education and was primarily interested in generating research data relating to student learning in the Appalachian colleges, and he felt that it would be easier to develop comparable data by focussing on assessment in the major. He saw the consortium as primarily a research project. While the new deans probably did not fully appreciate the strength of the research possibilities, they were reluctant to devote resources to what seemed abstract rather than practical efforts.

The other director also had an academic interest in higher education, but came from a background in institutional research and educational administration. Having worked at Berea College and consulted with several similar colleges, she saw the consortium as an organizational problem of bringing together the academic research expertise and philosophy of the University of Kentucky with the academic teaching expertise and philosophies of the liberal arts colleges in a way that would benefit both. During the first year or so of the project there were some tensions related to differing expectations and assumptions. An advisory board met in Johnson City was scheduled and resulted in better mutual understanding and a much clearer sense of direction.

Once it was agreed to work on assessing general education, it immediately

became clear that the deans had three major concerns. One, they were interested in assessing the effectiveness of their programs, rather than the progress of individual students. Two, they were concerned about meeting the new SACS criteria, but they did not want to feel they were being forced into adopting a standardized testing approach to assessing general education to do so. And three, they wanted both the process and the results to be meaningful to the faculty, and to reflect the richness and personal quality of their students' general education experiences. They were intrigued by the idea and by the possibilities of serving as a reference group for each other, but a little wary about others knowing too much about their students. They also wanted to be able to compare their colleges with others nationally. .

The project really began in November. The first few months of the project were devoted to collecting information from the colleges about their philosophy and goals of general education, and about the curricula developed in support of those goals. Course syllabi and final exams for courses in the general education core were also collected. This information was used to compare components of general education across schools and to think about the kinds of outcomes of most interest to the colleges. Assessing General Education had been the topic of the annual Shakertown Conversations on General Education (originally a sub-group of the Society for Values in Higher Education) that year, and outstanding educators from colleges and universities across the country had been assigned, in preparation for the meeting, to write some questions one could ask of seniors to assess their general education. It seemed that those questions addressed several of the deans' concerns: the source of the questions was a broadly representative national group, yet the questions were directly related to the goals of the Appalachian colleges.

Helping students develop the ability to speak was a common goal of the colleges' general education programs, as was developing skills and knowledge

needed to be effective citizens in their community. Because students' writing is assessed many times during their careers, the idea of using those questions in interviews was appealing. It seemed an opportunity to assess students' knowledge and their skills in speaking, conducting civil conversations, following a line of thought and developing an argument or position in a way that would approximate situations of real life as college graduates. Further, it seemed appropriate to the personal quality of education students experience in small liberal arts colleges. The interviews were also consistent with the fact that most of the students are from Appalachia, a traditionally oral culture.

During the first few months, then, the director visited each college for several days and met with the dean and the curriculum committee or the faculty council, sometimes with students, the registrar and director of admissions, or other appropriate groups. Interestingly, most of the deans wanted the Consortiuum director to introduce the notion of assessment on campus, and had provided little context to faculty ahead of time.

During these visits it was necessary to explain what "assessment" means, what the Institutional Effectiveness criteria might mean, and what the consortium might become. It was also important to discuss general education as it is carried out at that particular college, and how it might be assessed. Only at that point could one discuss the possibility of using interviews with seniors as one way to assess general education. Fortunately, the idea seemed to suit almost everyone. In fact, we discovered quite by accident that the idea of the faculty who had developed the curriculum talking with their own students had such strong face validity that it created a halo effect for other assessment data and activities.

During these initial visits we also conducted a sort of traveling Delphi technique with the questions. The director had culled and combined the

original set of questions, eliminating those that would obviously not work in an interview setting. The remaining list of questions was presented to the faculty and discussed at length. Faculty were very enthusiastic about some questions, unsure about some, and clearly rejected others; after visiting all five, collges, a list of questions acceptable to all five colleges emerged, along with a way to accommodate the variations within and between colleges.

Naturally faculty had questions about how much time might be required to talk to a reasonable number of seniors. We decided that interviewing small groups of students had advantages of efficiency and student comfort, and agreed that on each campus about fifteen faculty would each conduct one interview with a group of three students. On each campus, 45 randomly selected seniors would be interviewed. Either as part of this visit or on a subsequent visit the director met with the faculty interviewers for an hour or two to train them and ensure the interviews were conducted according to the same general guidelines. (For an abbreviated version of the guidelines, please see Appendix A.) All the preliminary development and the actual interviewing itself took place within a highly compressed time frame. The interviews were taped and sent to the Consortium office for transcription and analysis.

Transcribing interviews is a labor-intensive process. Each interview lasts about two hours. The first year there were 45 interviews (15 from each of five colleges) or about 90 hours of conversation to transcribe. On average, it appears to take 4 hours to transcribe one hour of tape. One major cost of the interviews was the transcribing time, about 360 hours at about $8.00 an hour. Professional transcribers earn about $11.00 and hour, but it is often possible to find a graduate student, staff person or even a work-study student who can transcribe for significantly less. It is helpful to have a person who is familiar with the names, customs and language likely to be used by college students. While the approximately $3000 for transcribing seems expensive, it

costs each college less than $600 a year, a cost well below that for standardized tests such as the Academic Profile or ACT COMP. Obviously, if only one person did all the transcribing, it would have required nearly ten weeks of full-time work.

Interviews are conducted during the spring of the senior year. The plan was to complete the analysis of the transcripts and have information available to feedback to faculty at the beginning of the fall semester. It became obvious that completing the interviews before spring break is useful from many points of view. We were able to find several very good graduate students during the first consortium year. In the second year, the consortium had 13 members, and the work of transcribing was arranged for locally by each college.

Transcribing is only part of the work. The reason for transcribing the interviews, of course, is to allow for systematic analysis so that others can share the information and use it as part of the basis for assessment and planning for change. Analysis of the interviews was done by the consortium director so that comparisons could be made between colleges.

The method of analysis was to take a phenomenological/ethnographic approach. These interviews are intended to give students a chance to demonstrate their general education, rather than to discuss it, so in a sense they are a kind of performance assessment. It is important that the analysis be carried out by someone or ones fairly knowledgeable and familiar with the college. The reader generally takes all the transcripts from a particular college and reads the entire set, much as if one were reading a novel. Sometimes this process is repeated several times, so that the flavor of the whole group comes through. Then the goals for the general education program of the college are used as a basis for analysis. The comments which relate to a particular goal are compiled. They are then arranged on the word processor,

into groups of those which indicate that a goal is being achieved regularly with a reasonable level of quality, those which indicate otherwise, and those which are conspicuous by their absence. Each general education goal is treated the same way. (Obviously, the interview is not the best technique for assessing students ability to use certain mathematical skills and principles.)

Another part of the analysis is a summary of responses to each question, with an explication of the patterns of content and thought processes most often demonstrated. In the process of this analysis, other kinds of themes and issues frequently emerge. Often they are not directly related to the questions asked by faculty, nor to the goals of the general education program. Yet they are often important enough to note and report for the benefit of the deans and faculty.

The interview transcripts are rich sources of data, and can be analyzed in many different ways. For example, they can reveal patterns of gender-related attitudes and interactions or attitudes about various campus sub-groups such as foreign students, racial or religious minorities, or fraternities. They may show differing values or definitions of an "educated person" by majors. Given the limited time available for the director to do all the analysis, this type of analysis was not undertaken. Rather, when the analysis for each of the colleges is completed, it is possible to make some comparisons between colleges. Although the major comparison is between the goals of the college and the responses of its students, the goals are often similar enough that comparison across colleges enriches the information and makes it even more useful.

A written report is prepared for each college and sent to the dean. It is important that the analysis also be provided to all the interviewers. Usually the consortium director would meet with the appropriate group from

each college -- the interviewers, the general education committee, or the entire faculty -- early in the fall to go over the analysis and involve them in expanding the analysis. Since the curriculum and the process are both owned by the faculty, they are the real authority, and it is important for them to know that while the analysis gains objectivity by being done by an outsider, certain comments and events require their perspective for accurate interpretation. The director would repeat this process for each college, while simultaneously collecting suggestions for improving the interview process and questions in the next cycle.

The first year all the transcribing was arranged centrally through the consortium office. The next year, when there were thirteen members, the colleges managed the transcribing and sent the transcripts -- both on paper and on computer disk -- to the consortium office for analysis. One college decided to videotape their interviews, and rather than transcribing them, have developed a rating sheet which is used by a group of faculty who view the tapes for analysis. A faculty member from another consortium college is included among the raters to help check their interpretations and conclusions.

The project dissemination conference will include sessions on analyzing the interviews so the process can be taken over by the colleges themselves. Another assessment approach used by the consortium was the Academic Profile. Initially the deans opposed the idea of measuring general education with a standardized test because they believed that a standardized test would not capture the richness and depth of their general education programs and because they felt that national norms sometimes fail to reflect the real accomplishments of their students and faculty. However, the possibility of participating in the pilot testing of the instrument and serving as a reference group for each other seemed to be worth trying. The first year the colleges collectively learned a lot about the problems of motivation and

administration of standardized assessments. Unfortunately, the information generated by the tests was difficult to use. The composition of the norming group, in terms of institutions and student level was not available, and each college simply received five numbers. The fact that the consortium knew which students had been tested made that information a little more useful because some general comparisons could be made and related to the average ACT scores of the tested group at each college, although at some colleges the composition of the groups was not recorded. There was a high correlation between entering ACT scores of freshmen and Academic Profile Scores of sophomores. By the end of the first year we had learned something about how to present the test to students and deal with problems of motivation which could be shared with each other and with colleges which joined the consortium during the second year, but otherwise the cost of time and energy exceeded the benefit of the information received from the Academic Profile during the first year; in its second year ETS made some adjustments in the test and in the Profile. The test was shortened to fit into a standard course time slot, and the results were in a more usable form. By the end of the third year, there was still not enough information to warrant changes in general education programs, but it did provide some general indicators about areas that might need to be examined. Several of the colleges are continuing to use it with the hope that the information which allows them to compare the same group of students over time will be more beneficial to the individual colleges and to the consortium.

The project turned out to be more complex than originally anticipated, for several reasons. For one thing, each issue had to be addressed at several levels. For instance, some decisions about assessment were made by the deans and project directors as a group. It was important to educate the deans about assessment early in the project. This of course involved intensive

conversations about the nature of assessment and the kinds of questions the deans considered important These conversations were equally important -- in fact, essential -- in building the trust necessary for cooperative effort. In order for the project to succeed, the deans had to trust both the director and each other in regard to questions of data confidentiality, balancing the interests of the whole group with those of individual institutions and of individual faculty within the institutions. The deans had to be willing to share their weaknesses as well as their strengths. Their knowledge, experience and ideas are absolutely essential in providing direction to such a project, and to the ultimate success of any cooperative effort.

In such a situation the directors can only direct if they can first inspire the participants. This had to occur with both the deans and the faculty. The deans were aware of the potential value of assessment to their colleges, but their levels of commitment to the consortium varied, as did their ways of communicating and involving faculty within their colleges. At the same time, a plan for carrying out assessment as a consortium had to be developed and implemented. While that was happening, the director was also involved in recruiting new colleges for the subsequent years.

The deans and assessment coordinators made up the project advisory board, and most of the deans had at least a professional acquaintance through the Appalachian College Program's annual Deans Meeting. Even so, most of their meetings were in a context which required very little effort on their part. With the consortium they had to engage in discussions of policy and procedures, and a new kind of trust developed. After the first eighteen months of involvement with the project, several deans expressed surprise at the power of cooperation, as opposed to their typically more competitive relationships.

While there were existing occasions when the deans could meet together,

those occasions had to be created for the faculty. The consortium Assessment Institute and Assessment Conferences served that purpose. During the first project year, a two-week Institute on Assessment was conducted at the University of Kentucky. The Institute was seen as an opportunity for the original colleges and others which anticipated joining the consortium to send one or two faculty to Lexington to discuss in depth some of the theoretical and practical issues in assessing the educational outcomes of college programs.

The primary faculty for the Institute were Professors Leonard Baird and Edward Kifer, both of the Department of Educational Policy Studies and Evaluation. Baird's primary emphasis was on the relevant research literature on higher education and assessment, while Kifer focused more on issues of using existing data, and questions of exploratory data analysis using the personal computer. Other resource people including Jonathan Warren, Andrew Grimes, Beth Goldstein, Jim Rodgers, Karen Carey and Charles Elton, addressed course-based assessment, ethnographic approaches to assessment, issues in assessing organizational effectiveness, inter-institutional comparisons using quantitative data, and the Southern Association's expectations regarding the Institutional Effectiveness Criteria. The Institute was held in June of the first project year. Only three of the fifteen participants were faculty from colleges which had been in the consortium the first year. The others were from other colleges in the Appalachian College Program, colleges which joined the consortium during its second year.

During the second two years the consortium arranged two two- or three-day conferences each year for particular groups of faculty. The usual attendance was about forty faculty and three or four deans. The first one was a conference on classroom level assessment with Bud Warren held at Maryville College. It was designed to respond to comments of those who attended the

Assessment Institute, who wanted more time to pursue Warren's ideas. Participants were faculty who teach the introductory course in the humanities, biology, and psychology which is part of the general education program. Faculty brought copies of syllabi, spent some time taking about asking good exam questions, and worked together describing their common course and general education goals and developing questions which would really help them ascertain the extent to which they were being accomplished, and working with Bud Warren to see ways to make comparisons across disciplines.

A second conference that year evolved from a deans' discussion of their uncertainty about how well their colleges were doing in terms of the aesthetic outcomes of their general education curricula and their consequent wish to involve arts faculty in assessment. We had planned to rotate the locations through the members' campuses, but that conference was held at Pipestem State Park in West Virginia, which turned out to be an ideal location. The conference was opened with a talk by Professor Phil Alperson from the University of Louisville, whose combined experiences as a professional jazz musician, member of the Board of several local and statewide arts organizations, and philosophy professor specializing in aesthetics became a touchstone for conference conversations. The main conference work was done by panels of faculty from consortium colleges, however. Arts faculty were very enthusiastic about trying out some of the assessment ideas they had discussed and getting back together to compare results. In addition, several faculty volunteered to develop and circulate lists of arts resources and events which might be made available to the other colleges, such as exhibits, faculty recitals, student theatrical productions, and other special events.

To follow up with art faculty and extend the assessment dialogue, the third year the consortium sponsored a conference on assessing the artistic and scientific understandings resulting from the general education curriculum.

Dr.. Patricia Kerr from the Center for Teaching and Learning at the University of North Dakota helped focus the conversations by introducing concept mapping and knowledge Vee diagramming as a way to help both faculty and students penetrate the structures and meanings they seek to understand, and to help them articulate the real outcomes they wish to achieve and assess. Both arts and science faculty were involved in the kind of serious conversation which happens too rarely, according to their evaluations. Several participants commented that they also had gained a new appreciation of colleagues from their own campus partly by virtue of talking and traveling together, and partly by seeing them in a new context. Faculty gained a renewed appreciation of their own college's strengths in addition to gaining a new approach to assessment.

That conference was followed by one planned to address assessing the science and religion goals and outcomes of the general education curriculum. Part of the conversation involved the science faculty and religion faculty developing general education goals for each other and articulating why it mattered to them what their graduates understood about science or religion. Both groups were somewhat surprised to find that it was almost equally difficult to identify the kinds of science or religious understandings they hoped for their students. Their conversations became the basis for two conferences held after the FIPSE funding ended. The importance of the relationship between knowing personally and knowing about something, i.e., religion, academically, led to plans for a conference on assessing student development outcomes as applied general education. Frustration with the fact that most graduates of these colleges are not science majors yet they will need certain kinds of scientific understanding to live in a highly technological and scientific environment, led to a conference on developing an integrative science course for non-science majors.

The conferences accomplished several goals. One was to inform, to communicate the major ideas of assessment and to engage faculty in conversation about these ideas and their implications for teaching and learning in the context of general education. Another was to empower faculty. At several colleges the faculty are highly tenured and isolated to the extent that they have lost perspective on their own skills and understanding. The conferences were partly intended to give faculty a renewed sense of their own ability to approach education creatively and of having some genuine understandings to offer faculty from other colleges as well.

The conferences were also a means of spreading assessment as a way of thinking further into the faculties, as each conference involved different groups of people. At the same time, some overlap in attendance from one conference to the next was planned, so that ideas from one could be addressed at the next, and faculty could follow up with each other from the previous conference. From the coordinator's perspective, the conferences also helped faculty develop a feeling of being part of a consortium. When people actually do work together they develop a sense of ownership and participation that is not possible when the deans simply make an agreement and the director visits the individual campuses. Faculty also had the opportunity to exchange ideas with colleagues and to compare programs in a way that helped them assess their own strengths and weaknesses. Conferences also provide time when faculty can discuss ideas and modify plans to incorporate what others have learned in trying similar approaches. Although outside speakers were incorporated into some of the conferences, the goal was always to empower faculty through their understanding of their own academic authority and expertise.

In many ways the conferences became an effective and relatively inexpensive form of faculty development. An interesting unintended outcome of the conferences, according to several deans, was that sometimes people who

were known on their own campus as uncooperative, disinterested, and irascible, were creative and vital participants in the conferences. Faculty expanded their network of colleagues within the region, and other activities were generated through the conferences as well. As a result of the Institute and the Maryville Conference, one faculty member became very interested in Bud Warren's course-based assessment and was invited to participate in a project with three very different types of institutions across the country and present the results at a national forum. Psychology faculty began work on developing an undergraduate research conference for their majors, and science faculty had a special conference on developing an integrative science course for non-majors.

The consortium also adopted another assessment instrument. The College Student Experiences Questionnaire, developed by Robert Pace of UCLA, is used to provide a context for interpretation of the interviews, as well as to give the colleges a sense of whether their students behaviors as they report them match the assumptions the colleges make. One section of the questionnaire asks the students to report how much they have gained in various areas, while most of the questions try to get at the quality of students effort in various academic and non-academic aspects of their college experiences. Even though the questions are standardized in format, they are self-reports of behavior, and in that sense the data are qualitative. However, the fact that there are national norms for each scale by types of institutions makes the information useful for comparisons within and outside the consortium. In most cases the Pace data confirm other information. For instance, one college had a high percentage of part-time faculty and substantial turnover. The number of conversations with faculty outside of class and the content of the conversations differed significantly from most other consortium colleges. Even though it is not asked, students usually mention particular faculty by

name in the senior interviews. In the interviews from that college no one was mentioned, so the multiple methods tended to confirm each other, as was frequently the case. The colleges have found the CSEQ data to be worth continuing, as it provides a link between the academic and student development outcomes of undergraduate education.

The freshman-senior essays were not started until the second year of the project, and not all member colleges were involved. Those who were will have senior essays to compare with their freshman writing samples early in the Fall semester of 1990, when the information and the usefulness of the approach can be evaluated.

Overall, what did we learn? We learned about consortium building. We learned about assessment of general education at the program level. We learned about interviewing. We learned about gaining student and faculty cooperation and interest. We learned about the colleges, their students and their curricula. And yet, because of the nature of the consortium, it remains difficult to say who or what changed as a result of all this, and how. Probably the most important change will be in the way faculty think about how they teach and how students learn, and while it is very likely that those changes will be partially related to the activities of the project, it is unlikely that the relationship will be documented.

A few general examples might convey the flavor of what was learned. One question asked in the senior interviews was "What have you learned about a non-western culture that helps you understand more clearly your place in the world?" Most of the colleges have as a stated goal of the general education program to increase students' global awareness and understanding of international perspectives, but very few of the students from any of the colleges could respond to that question in much depth. Students at one college responded almost entirely from the perspective of European culture.

The one college with a truly international flavor also has a required service project, which often occurs in a third-world country. The colleges are less than an hour away from each other, but the responses of their students were quite different. How did the colleges respond to this kind of information? One of the deans reported that the conversation in faculty meetings and curriculum committee meetings has changed significantly. Faculty are now more careful to question their own assumptions about what students are learning and how. They have begun referring to what they have learned from the interviews to support their positions. Another dean reported that, while they did not have the resources to significantly add to the faculty or change the curriculum, they wanted to keep global awareness as one of their general education goals. They did have some faculty development money, however, and were able to use it to send a group of faculty who teach general education courses to China for several weeks during the summer, so that all their courses could be informed by that perspective, and it would be reinforced for students through several disciplines. Another college responded to this information by initiating a major review of their general education program and goals, and by making a course in non-Western culture a mandatory rather than optional element in fulfilling general education requirements for a degree. Others have done nothing except feed the information back to the faculty councils for their discussion, with the assumption that faculty will individually make adjustments in their own courses.

Another question used in the interviews was "What is an educated person? and "How close are you to being one?" There were some distinct patterns of responses to this question, which tended generally to reflect the emphases and values of the particular college, and to involve depth, breadth, social responsibility and a distinction between practical intelligence and education. It was possible to generalize across colleges, as well, to

conclude that students have a rather diffuse set of notions but they do not have the conceptual vocabulary needed to respond as some might have hoped. Rather they tend to respond very personally and descriptively, with little or no reference to ideas or information from philosophy, education, psychology, or history. It appears that education is not a topic of discussion, and that students generally lack awareness of their own education as part of an evolving historical and cultural process. Several colleges have made plans to address this by changing their freshman and senior seminars somewhat, and by asking faculty to be more explicit in bringing educational perspectives to discussions in various disciplines.

One question asked students to respond to some element of the general education program. It is not uncommon for students to begin their response as though they were freshmen, and in the course of their discussion, make statements about connections between courses and ideas that they had never made explicit for themselves before. The fact that the interview process itself is also inherently educational is valued, at least in retrospect, by both students and faculty.

Evaluation

It is difficult to evaluate a systemic project which operates on many levels with multiple goals. Evaluation has been built into the projects many aspects from the very beginning, with the understanding that it would be primarily conversational, formative, and continuous. Every facet of each element of the assessment consortium has been discussed and refined in the light of the discussion. The interview questions, process, analysis, transcriptions have all been evaluated in this manner. The conferences were evaluated in writing, usually with an open-ended form. Copies and/or summaries were sent to the deans of each college, and the information was used

to help plan subsequent conferences.

When the project began one stated measure of success was that the colleges would continue to fund the consortium after FIPSE funding ended. The colleges decided to fund the consortium for an additional year, with a review at the end of that time to determine whether the consortium will continue and if so, under what conditions. The consortium is now administratively located in the University of Kentucky's Faculty Scholars Program Office, under the direction of Dr. Alice Brown. The Consortium is now staffed by two professional people, each working half-time. The Director is Dr. David Knisley, on half-time leave from the history faculty at Mars Hill College. He served as Associate Dean for Evaluation and Instructional Design as Mars Hill was implementing its competency-based curriculum, and has consulted with other colleges on related issues. The coordinator is Stacy Street, who manages most of the conferences and internal affairs of the consortium office. The fact that it is located at the University of Kentucky continues to provide stability and a common connection.

One of the original goals was to develop a common computerized data base. While it was possible to collect and compile some data at the consortium office, the existing computing facilities at the colleges were so diverse that people did not seem to be interested in devoting the time and energy required to make such a data base useful. In the meantime, however, the Faculty Scholars Program has obtained funding through AT&T, the Appalachian Regional Commission, the Tennessee Valley Authority and the National Science Foundation for a computer network which has been installed at ten of the colleges with the assistance of several University of Kentucky math and computer science faculty. It has not yet been used in conjunction with cooperative assessment activities, but at least one group of faculty is already planning to do so.

The computer network also helps in achieving another of our goals, which was to help change the relationship of the University of Kentucky to the private liberal arts colleges in the region. The consortium has provided a possible model for members of the Appalachian College Program to be related to each other more actively and to strengthen private higher education in the Central Appalachian region. John Chandler of the AAC conducted a major evaluation of the program and concluded that the time may be right for the colleges to form a more independent organization, and the deans and presidents of the colleges are currently discussing and designing such an organizational structure. The project has made it possible for them to envision such an organization as a reality, and to anticipate some of its directions and activities.

Dissemination

Information about the project has been sent in response to direct inquiries generated primarily through the directory of Assessment Projects compiled by FIPSE and presentations made at national meetings. Several colleges and universities, including the University of Kentucky, Ball State University's history department, several community colleges and individual honors programs and student affairs programs have adopted the interview process and some of the questions as part of their assessment programs.

Presentations at professional meetings have included the Kentucky Association for Institutional Research, the Kentucky Forum on Faculty Development, The AAHE Assessment Forum, the Annual Forum of the Association for Institutional Research, the North Carolina Association for Institutional Research, and the annual meetings of the Appalachian College Deans. Several articles are also in process.

In addition, a major dissemination conference is planned for September,

1990 in Lexington, Kentucky. The conference will involve faculty and deans from various colleges as well as several sessions on how to analyze interview transcripts. For more information on this conference, contact Stacy Street, Appalachian College Assessment Consortium, 110 Maxwelton Court, University of Kentucky, 40506-0347.

Summary and Conclusions

Developing the Assessment Consortium has been challenging and rewarding at every level. The consortium has involved fifteen colleges. About three hundred faculty participated in conference activities, and another two hundred served as interviewers. Fifteen college deans have worked together, along with about ten University of Kentucky faculty and several nationally-known consultants. Several informal networks have developed among faculty.

The Assessment Consortium has developed an apparently unique qualitative approach to assessing general education programmatically. With minimal publicity it has generated hundreds of requests for information about both the interviews and issues of inter-institutional cooperation. Many students have echoed the opinion of the Berea student who wrote to the College newspaper about the value of the interviews. (His only complaint was that not all seniors were interviewed and that students at all levels should be included.) Indications are that this kind of cooperation and the use of qualitative evaluation will become increasingly important in the future.

The Assessment Consortium has reached a point from which it can become a unique and valuable organization in its own right, as well as a model for others in similar kinds of colleges. Whether it does so will depend on the colleges' willingness to take some risks, to make a stronger financial commitment as well as a further involvement of time and energy on the part of the deans. The program needs stable financial resources to support the

leadership necessary to continue and expand assessment activities and for new ideas to take root and to grow organically over time.

Our major advice for people considering such a project would be that both the process and the results are well worth while. Cooperative efforts are just that -- they must be cooperative and they require a lot of effort. But with a good plan and communication system, they are worth the effort. There are very few models or experts for guidance, so it is essential to talk to other people and to each other. When the entire situation is new it is important to balance the needs and wishes of the college deans with the need for central coordination.

Devoting time to careful conversation is essential to building the kind of trust and understanding needed Planning at the outset can simplify the central coordination tasks, and central coordination, including leadership, perspiration and, perhaps, inspiration, is crucial. Although the director has the final responsibility for the project and the authority of certain kinds of expertise, the real authority resides in the colleges. By effectively combining the responsibility and authority into a functional organization, a consortium has the power to make a significant difference for private higher education within a region, and for the individual colleges, faculty members and students as well.

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Appendix A: Interview Information

Appalachian College Assessment Program

Assessing General Education
Interview questions for seniors

Purpose

1. To help the colleges learn whether their graduates exhibit a constellation of skills, knowledge and attitudes which reasonably represent attainment of the college's stated goals and which might be attributable to the general education program of this particular college;

2. To help faculty in personally and directly assessing the effectiveness of the general education curriculum/liberal arts experience of the college's graduating seniors;

3. To help the colleges to identify areas of strength or weakness as a basis for planning and to provide perspective for faculty discussions and decisions regarding the general education curriculum.

4. To help the consortium see whether the seniors show certain qualities or values as a group which might be attributable to this particular type of college, and whether differences between colleges are related to differences in the content of the general education program.

Preparation

1. Format: Approximately fifteen faculty members at each college will conduct a conversation/interview/focus group. Each group will consist of a faculty member and three seniors. None of the seniors will be majors in the faculty person's discipline. Ideally the seniors will be from different majors as well.

The reasons for this arrangement are:

a. the time required from each faculty member is minimal
b. students are more natural and comfortable in a small group than in a one-to-one taped interview with a faculty member and they are stimulated by each other's ideas
c. the mix of majors makes it easier to avoid a discipline-focused conversation ;

2. Faculty: Interviewers should represent a cross-section of majors. Other selection criteria might include: involvement in general education, skill in facilitating group communication and sensitivity to students.

3. Students: Seniors should be selected randomly. Select more students than you actually plan to interview, as there will invariably be some who can't participate. Any volunteer

selection process will systematically bias the results and the value of the conversations for the college. Because it coincides with their strong feelings about reaching the end of their undergraduate education and their need for closure and synthesis, it is possible that a few students who are not in the randomly selected sample may feel slighted. Publicizing the process ahead of time on campus can help prevent this and positively influence students toward the entire assessment effort.

4. Matching faculty and students: Some colleges are interested in looking at gender or major-related influences on the conversations. If this is the case, a plan for constituting the groups should be developed after the random sample is selected.

5. Participation: Students to be interviewed should be notified in writing that they have been selected, how and why. They should know how much time to allow, where and when to appear, and whom to contact if they have questions or problems about participating. The letter should stress the importance of the project for the college and the fact that, due to the selection process, each student represents several other classmates as well as himself. (See sample letter enclosed.)

6. Questions: For purposes of the consortium, use any two of the first three questions on the attached sheet. The dean, assessment coordinator, or faculty committee may have developed other questions specific to your college. Some colleges may want all interviewers to use the same questions, while others may leave the choice to the individual faculty member.

7. Physical arrangements: The interviews should be conducted in a room with no telephones or other extraneous noise or distraction. The best conditions for taping would be four people sitting around a small round table. Open windows near lawn mowers, construction work, fire sirens or railroad tracks can create major problems.

Please test the recorders before using them. Record at medium to high volume. If possible, plug recorder into an electrical outlet rather than using batteries. If you use batteries, please supply an extra set to interviewers with the recorder. If you use a micro-recorder, be sure to record on **normal** speed.

Use good quality tapes. Maxell and TDK seem to work well. Last year transcribers had difficulty working with some of the really inexpensive variety, and some of the data were lost because of this. Try to keep the interview to approximately two hours. This suggests that 120 minute tapes would be ideal, but transcribing requires a lot of stopping and reversing the tape, and 120 minute tapes are so thin that they tend to stretch and tangle. Either 90 minute or 60 minute tapes are fine. Your tapes will be returned to you.

Faculty interviewers should arrive early and be sure everything is in order.

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Conducting the Interview

1. Before the taping begins, introduce yourself to the students and briefly explain the project. Stress the importance of their involved participation and try to make them comfortable with the idea that their honest conversation will be of the greatest value to the college. Assure them that nothing they say can affect their standing in the college in any way, and ask them to treat their classmates' comments with respect. Explain that your main role is to facilitate conversation among them and that, while you might interject a comment or question, they are to talk with and question each other. You want to avoid a series of separate conversations between you and each of the students.

2. To help test the recording level and speaking level, ask each student to say a few sentences, including their first name, major, hometown, and what they expect to be doing this time next year. Play it back and make any needed adjustments. This will be a great help to the transcriber, who will have to be able to distinguish the three voices without knowing the people.

3. Give each student an index card. Tell them what the first question will be, and ask them to take a **few** minutes to write a response. Turn on the tape recorder, pose the first question, and ask each student to read his response. The advantage of this is that it makes it impossible for them to avoid conversation by saying "I agree with her."

4. Under each of the questions are included some **possible** follow-along questions. You may want to use one, none or all of them, or you may think of better ones. They are provided as a way to get students to go further with a question without prompting them to give a particular "right" response.

5. Use at least two of the first three questions, with each student having the opportunity to be first respondent. Invite a student by name to respond first to each question.

6. Do not interrupt students while they are talking. If they interrupt each other, allow it unless someone constantly interrupts and another person never gets to finish a thought. At an appropriate place in the conversation, go back to a point if you think someone wanted to add something but lost the opportunity. Specifically ask that person if she wants to elaborate on a point or add something to it.

7. Keep track of time. The maximum length of the interview should be two hours, but that is not required. If students are deeply involved in a discussion, let the discussion take a

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natural course. Otherwise, allow for about 20 minutes for each of the first three topics.

8. At the end of the interview:
   a. Thank students for their help and answer any questions.
   b. Please be sure tapes are labelled appropriately, with the College name, date, (Spring 88), interviewer's name, and first names of the students.
   c. Complete the evaluation sheets. (See sample ...
   d. Return sheets and tapes to campus coordinator.

9. Before the end of the semester, all faculty who conducted interviews should get together to pool their wisdom in some systematic way. If it is written up, please send a copy to Karen Carey, 111 Dickey Hall, University of Kentucky, Lexington, KY 40502.

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Appalachian College Assessment Program
Spring 1988 Interview Questions

1. What do you consider an educated person to be?

Possible follow-along questions:

a. How close are you to being one?

b. Are there certain qualities essential to being an educated person? Can you relate these to the ideas of people you encountered in your general education courses?

c. If an educated person must possess certain kinds of knowledge or information, what might that include?

2. Sometimes you hear a particular person referred to as a "citizen of the world." Thinking of yourself, what have you learned here that would help you understand your place in the world and how you might be an effective citizen in it?

Possible follow-along questions:

a. Was a particular course or faculty member important in this regard? How?

b. Was your understanding influenced by any college experiences outside of class?

c. How, if at all, will you will you live differently because of this understanding than you might have lived otherwise?

3. What do you see as the role and/or value of the artist in a society or culture?

Possible follow-along questions:

a. Why are artists sometimes perceived as being on the fringe of society? Can you give an example?

b. Why are works of art often the first things to be saved in the event of fire or war?

c. Is the value of art in what it does for the artist in the process of creation, what it does for the audience in the process of experiencing it, what it does for the society or culture over time?

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d. How has your college experience with the arts influenced

your response to this question?

e. Does our ability to reproduce art mechanically, i.e., by printing, by recording, by photography, change its value? How or why?

4. What is work? What is the meaning of work for you?

Possible follow-along questions:

a. If there a difference between your work, your job, and your career?
b. How are your values and your work related?
c. Do you choose your work or does your work choose you?
d. Does the element of choice have any bearing on what work is?
e. How would you have answered this question as a freshman?

5. What does freedom mean, and how is it exemplified in individuals and in society?

Possible follow-along questions:

a. When you think of a person who is free, or not free, what do you see?
b. When you think of a society that is free, or not free, what do you see?
c. Are there certain conditions that allow or inhibit freedom?

d. What from the general education core informs your vision freedom?

6. What were two or three of your most important college experiences? (These experiences might be positive or negative, academic, social, spiritual, personal, cultural.)

Possible follow-along questions:

a. How were you changed by that?

b. What insights or knowledge could you share with a freshman at this college that no one else might tell him or her?

7. You have just won a million tax-free dollars. How do you plan to spend it and why?

Possible follow-along questions:

a. What would you base your decisions on?

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b. Are there any other ways to spend it that would be meaningful to you?

8. What kind of world do you think your grandchildren will live in? That would be, perhaps 35 to 40 years from now, in about 2025. Given that, what characteristics would you hope to see in your grandchildren?

Possible follow-along questions:

a. Can you relate this to conceptions of stability and change as you understand them from your general education courses?

b. What are the implications of your response for your life or for personal action?

c. If you plan not to have children, what does this decision have to do with your vision of the future? What does it have to do with your vision of yourself?

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MARYVILLE COLLEGE

Each of the following is one of the goals of the college. On the basis of your interview alone, please rate on a scale of 1-5 how well the college is succeeding at achieving each of these goals. If you cannot make an evaluation, mark an "X" on that line. Use the space between items to record examples.

Scale

1=very well 2=fairly well 3=adequately 4=poorly 5=not at all X=can't tell

ATTITUDES

_____1. A sense of wonder and willingness to explore that will facilitate life-long learning.

_____2. An attitude toward leisure which recognizes the necessity of recreation, the value of creative play, and the opportunities for personal growth and social service.

_____3. A well-developed social conscience and a commitment to responsible citizenship.

_____4. Self-confidence, poise, and courage in the face of complexity, change, ambiguity and adversity.

_____5. Sensitivity and responsiveness to the individuality and needs of persons of other cultures as well as one's own.

_____6. An outlook on one's life which brings together its rational, emotional, physical and spiritual aspects.

_____7. A view of one's self as being in relationship with nature, society and Divinity.

_____8. An attitude toward work which embodies a sense of vocation, permits the satisfaction of accomplishment, and recognizes the necessity and dignity of labor as a means of service to present and future generation.

BEST COPY AVAILABLE

SKILLS

_____1. Ability to observe, read and listen with discernment.

_____2. Ability to think critically and analytically on matters both concrete and abstract.

_____3. Ability to see relationships, to theorize, to synthesize information.

_____4. Ability to express oneself clearly and persuasively in writing and speaking.

_____5. Skills necessary to interpret and use quantitative information.

_____6. Sufficient skill in a second language to carry on basic communication.

_____7. Ability to accomplish specific tasks and larger goals with little or no supervision; to be self-reliant.

_____8. Ability to weigh matters of moral choice and arrive at responsible conclusions.

_____9. Skills to search for and obtain employment suitable to one's talents and interests.

BEST COPY AVAILABLE

KNOWLEDGE

_____1. Understanding of the principal approaches to knowledge in order to appreciate the complex relationships of all knowledge and comprehend the tentativeness of all knowledge.

_____2. An understanding of man as an aesthetic creature.

_____3. Knowledge of Western history adequate to promote historical thinking and perspective.

_____4. Sufficient acquaintance with a society or culture outside one's own tradition to define oneself more fully, appreciate the other culture and cultural diversity and engage in cross cultural dialogue.

_____5. Sufficient understanding of scientific principles to permit comprehension of fundamental physical processes, awareness of the role of science and technology in contemporary life and recognition of the potentials and limitations of modern scientific methods.

_____6. An understanding of the role of religion in human life sufficient to enter into the beliefs and traditions of others and engage in dialogue with them, recognize the interaction between religion and society, clarify and place in perspective Judeo-Christian tenets and practices.

_____7. Understanding of the structure and functioning of the principal institutions of U.S. society, including government, business and finance, the press, education, religion, the family.

_____8. An understanding of human beings as developing individuals, both psychologically and physically, to facilitate holistic health and personal growth.

_____9. Awareness of one's own talents, potential, limitations and values.

_____10. Knowledge of some field in depth.

Appendix B: Sample Transcript and Analysis

Mars Hill College

Interviewer: The interviewer is Robert Melvin and I will be interviewing Dwayne who is communications major, Phillip who is recreation major, and Scott who is a management major. The first question that I would like for us to talk about is what you consider an educated person I think all of us will recognize and educated person when we meet them. What are some of the characteristics or marks of such a person would you say?

Interviewee: I think knowing how to communicate and expressing yourself is really important.

Interviewer: Okay, communication.

Interviewee: And knowing yourself how to express your feelings. I don't really consider an educated person as one that can quote shakespeare verbatim but I think a person that has a good knowledge themself in the world and what's going on today, to me is an educated person.

Interviewer: and to be able to express yourself, the communications part is a major factor in that you think? Very good, Dwayne. Who would add to that?

Interviewee: I think an educated person is somebody that thinks rationally about situations and tries to put prejudices aside as much as possible and not close your mind to certain issues and they're aware of other peoples beliefs and ideas and you have to accept them for what they are. You might not agree, but you have to accept other people's beliefs. And at the same time an educated person is more willing to learn, always willing and open to do things, to learn things. I don't think it really had anything to do with an education level. Some of the smartest people I've ever known, never even finished high school.

Interviewer: It's an openness, and a tolerance, is an important ingrediant.

Interviewee: Willing to learn.

Interviewer: And especially knowing what you don't know and willing to learn it. So that's an important attitude. Very well put I think.

Interviewee: You do have to be open minded and have a realization that people do have different concepts and you have to take and know about those concepts to know what you want to do.

Interviewer: How close are you men to being an educated person would you say?

Interviewee: Well I feel like you never cease getting an education out of life, even though someone may consider you an educated person and someone else might not. It all depends on wants of people.

Interviewer: It's a process.

Interviewee: It's something that you will always have to work on too. That's one of things that's changed in the most in my life, in the five years I've been here is being more open minded about stuff.

Interviewer: Now Scott has talked about his time at Mars Hill making him more open to others more tolerant and accepting of others. How have your years at Mars Hill changed you to help you to become an educated person? What ideas would you share on that?

Interviewee: I believe in having an open mind. I felt like before I came to Mars Hill, I was a lot more trusting, saw no evil in the world. But just getting out a little bit on my own, getting away from home, I seen that you can't trust everybody. YOu have to set limits, and you have to be educated about those limits.

Interviewer: Okay, so you're more wordly wise than you were when you can here you think?

Interviewee: I'm a lot more open-minded, accepting of others. I'm more open to what's going on around me.

Interviewer: Now have there been particular courses or experiences that you have had, that you feel have helped you to become the kind of person that you consider an educated person. Were there particular courses that you have had that you think may have contributed to that.

Interviewee: More of the people that I've gotten, from looking at him and talking to him and having classes and spending some time on campus is Dr. Lindberg is really open. If you see him he's always trying to learn more and he's also always open to new ideas. I mean he's not a closed minded person. I've learned a lot from his classes and just being around him and seeing how he is, and that helps a lot.

Interviewer: So you've had some out of class contact and you've met at least one educated person.

Interviewee: I guess being around a variety of people here at the school...

Interviewer: How would the rest of you respond on that?

Interviewee: The social science classes I feel helped me out a great deal, like broaden your opinions and just see how different people's cultures are around the world.

Interviewee: Probably political science helped me to understand what's going on with issues being dealt with today.

Interviewer: Sometimes we hear a particular person referred to as a citizen of the world, or a world citizen. Thinking of yourself, what have you learned here that would help you understand your place in the world better, and that you think may help you become a more effective citizen in the world? Who wants to go first?

Interviewee: In my opinion, in order to be an effective world citizen you have to have a concern for others in order to try to put your effort into making this a better world. You can't just be yourself because the world doesn't

end with you. To be a world citizen you have to be concerned for others and just take up a special cause. I have not yet found what my cause is, but I have to feel like I can get out to the real world.

Interviewer: Okay, very good.

Interviewee: Mine is about the same thing, just helping people and setting goals for yourself. Just trying to be of service to yourself is what a world citizen is.

Interviewee: I think having a little bit more of an understanding for deciding what to do about it, understanding what the situation is, and how things got to be this way. Then make a decision as to what you think you ought to do about it. Having concern for others.

Interviewer: It requires some understanding of the rest of the world too, doesn't it? Have there been some courses that have helped you to understand the world better, do you think or help you to be a world citizen?

Interviewee: I feel with just my major in recreation, what that is providing for other people for their enjoyment. It goes a little bit beyond that to where you are providing for the people. My recreation courses being dealt toward social sciences, and those that...the invasion of therapautic reasons or whatever.

Interviewer: Now what culture courses did you take at Mars Hill?

Interviewee: Any of the social sciences, the philosophy classes, taken french culture classes.

Interviewer: Okay, so french culture was the foreign culture. Has that increased your interest in what's going on in France?

Interviewee: I can say yes, but I don't believe it has.

Interviewer: Alright, an honest confession.

Interviewee: Language and popular culture class, I understand more about why people do the

things they do, say the things they say. Other courses I guess would be history, american history. I learned even more than in high school, because the instructor made you want to learn. You enjoyed it.

Interviewee: I've got my history minor, I guess the american culture classes, the modern era classes dealt with Viet Nam and the latest issues. And then also I had two or three classes on China and Japan.

Interviewer: Okay. Do you guys keep up with what's going on in eastern Europe just now in Lithuania, inside Russia?

Interviewee: I probably don't know as much as I should.

Interviewer: You are interested? Okay, good. When you came to Mars Hill, Scott, you were planning on a business major, did you decide on the history major after you got here or had you intended to do that?

Interviewee: After I got here I took a couple of classes. I got enough to get a minor.

Interviewer: Okay, but that will always stand you in good stead as a person in business that you have this world understanding that an almost history major would provide you. That's interesting. What have you done outside of classes that have contributed to your understanding of the world and may have made you more nearly a world citizen. Have you had some outside of class experiences or activities? What would you say Dwayne?

Interviewee: I joined the fraternity and I learned more about getting along with others, just coping with others and their problems. I enjoyed doing the service projects and stuff.

Interviewer: Okay, Philip. Have you had some outside experiences?

Interviewee: For me my outside experience was I cheered for...watched the cheerleading squad for three years. That's helped me a great deal just getting out in front of people, and

feeling comfortable with that. It's helped me make a lot of friends. I've learned that after being in sports in high school, through out the high school years, that I wanted something when I got to college, I felt that cheerleading was the way. The ones that are on the field are not always important, sometimes it's the people on the sidelines.

Interviewer: If something were to happen in America in the morning that made America environmentally unsafe to live in, where would you go to live in the world and why? Where do you think you'd want to go?

Interviewee: I'd like to go to Australia, somewhere I guess you would call Americanized. There's still a little bit of country that you can walk around for a day or two and not see anybody.

Interviewer: Okay, you'd like virgin territory, open spaces. That's interesting. YOu got to leave Dwayne, where are you going?

Interviewee: My first choice would be Canada. From the pictures I've seen in books and read about it.

Interviewee: I'd want to go to Australia too. I figure if he goes and I go too, everybody will be going too. I figure if something that disasterous happens somebody will have to stay home and clean it up, unless you want to spread it around everywhere else.

Interviewer: You just might stay here and clean up the environment, huh? Okay. Let me to ask you to think for a few minutes about the role of the artist in society. And we're using the term artist in a very broad sense. The musician, the author, the painter, the sculptor, any form of the arts. Why do you think artist are important in a society?

Interviewee: My thoughts is that they are important because they keep your imagination growing. Without the artist our imagination would cease to be. They help us to form new opinions. We can look at a painting and see

something that no one else has every seen. So the artist keeps our imagination going.

Interviewer: Okay, that's an important idea.

Interviewee: An artist I think challenges people. YOu just get a feeling from it that no else gets.

Interviewer: Okay, it's an important idea.

Interviewee: An artist I think challenges people, sometimes society doesn't agree with it but it something you have to learn to accept. Some artist may bring out things, or may reflect in his work what he considers life to be. People may not agree with that, but that's just his interpretation of what life can be.

Interviewer: So you see the artist out on the fringes of society. Freedom is pretty important you think in that setting?

Interviewee: Yes.

Interviewee: I agree with what they're saying. An author or an artist or photographer or whatever, they stimulate the thought process. They get the new ideas going, and then at the same time they reflect values that are present in the society. One of these days people are going to look back at what these people did, and they're going to know kind of what it was like.

Interviewer: In a time of war, one of the very first things a nation does, is to hide it's art works, isn't it? Or if a fire breaks out in a building, the first thing they go for is the works of art. They try to save the works of art and let the building go if necessary. Why do you think that is? Why do you think that it's important to reserve the works of art?

Interviewee: Probably because they think they're reserving their culture and their history.

Interviewee: You also have got to be realistic, somebody has put a monetary value on those works, and

they're probably worth more than the building.

Interviewer: There's the business mind at work. But you're right.

Interviewee: It would be nice to think that's all that's behind it. There's got to be something else to it as far as the monetary value or whatever, or even sentimental value.

Interviewer: And what you were just saying, preserving the culture. A part of our culture is lost if we lose this. What do you think freedom means? There's a lot about freedom in the papers now, with the break up of the communist block nations. What does freedom mean to you? Why do you value it?

Interviewee: I guess it means being able to think, and express yourself without having the fear of being persecuted for it. IF you have ideas that are different from somebody else's, you're always going to have to face the fact that they aren't going to agree with you. Somebody is going to look at you differently.

Interviewer: That's a pretty precious gift, isn't it? To be able to be yourself. Very good.

Interviewee: I think if they're not given a chance to be themselves, they feel like they're closed in. And if they don't have that chance to express themselves, then they're presenting a lie to the world.

Interviewee: I feel like freedom allows for change. To be pro or con for something, it may be a political issue, may be alright for a while but it starts to outgrow it's time. And with the freedom that we have in America, we have that choice to change it. I feel in eastern Europe they've not allowed freedom in the past as they do in our government, and their economy has just become stagnet, because it has not made the changes it has needed to make. So freedom helps out a great deal.

Interviewer: That's an important idea, don't you think? So that changes can be made gradually and as

they're needed, rather than having to keep them suppressed and then a revolution comes that may be disruptive and destructive.

Interviewee: Instead of using guns, use words.

Interviewer: Very good, very good. What would you mean say are the two or three most important experiences that you have had as students at Mars Hill College? They may be positive or negative. We learn from bad experiences as well as good experiences. They could be academic or social or spiritual or personal, cultural. What are some memories you're going to take away from here whether you want to or not?

Interviewee: Probably the first day I got here, I just remember being unloaded, and just saying goodbye to my parents and watch them drive off and here I was. And there was absolutely no one I knew. I had to just kind of force myself to get out and meet people.

Interviewee: My feeling is the same as Dwayne's. When I left home...the day I left home to come up here, I knew it was not going to be the same, I was leaving home. I was afraid of it, but I knew I had to accept it. Once I got here and got used to it, I realized that you can't go through life being afraid. I've got strong with God being here. You have to put your trust in God, and accept things. That's one of the major things I believe I've learned, and this has helped me insure where I can go out in the real world.

Interviewee: I don't know what the biggest thing I've learned is. I think the biggest influence since I've been here is coach stevens, the head football coach. We're more friends than anything else. I don't look at him as a coach and I don't look at him as a player. The whole department, it's good to see people like that can be successful. They're just an unbelieveable role model. I think that's probably the biggest influence that's happen to me since I've been here, is just seeing good people like that. Having them rub off on me some of their ideas.

Interviewer: It's good that that kind of experience can happen. Do you think it happens more to small schools like Mars Hill than the large school or does that make any difference do you think?

Interviewee: It probably happens more in a small school. Coach Stevens has had a bunch of players since I've been here. If he's had half the influence or even a little bit influence on them that he's had on me, he's done some thing well worth...worth a lot.

Interiewer: So football has been a positive influence in your life. Let's suppose that you're younger brother is going to be a freshman at Mars Hill next fall, what do you feel you need to tell him that maybe nobody else would? How can negotiate Mars Hill and have a good enriching experience. What advice could you give him, that you think might would help? Have a go at it Phil.

Interviewee: Well I have a brother here that's a sophomore. I really don't think there's any advice you can really give them, it's just something you have to experience. Once you leave home, you can't have someone hold your hand everywhere you go. The experience is different for everyone. It might sound the same, but the feeling inside is different.

Interviewer: So you tell him to go for it. Is that what you're saying?

Interviewee: Yeah, just go experience it.

Interviewee: Just deal with whatever comes along. I think it's going to be like any other thing he would go through. Just take the good with the bad.

Interviewee: I'd probably say the biggest advice I would give him would be to not do what I did the first two years, and get more involved. I came to Mars Hill originally...I didn't come here for an education, I came to play football, and I lived football for 4 1/2 years. Maybe not focused in on something so

much, and get involved in more things. I'm not saying I regret it. I did what I wanted to, but if I look back at it...

Interviewer: And maybe Scott's brought up a question that my be good for the rest of us to respond to and that is what would you do differently if you had your years to go over again at Mars Hill. Scott says he would become involved in campus activities earlier. What would you do Dwayne?

Interviewee: Probably...I can't really think back on anything I regret. Just try to get more involved with the people.

Interviewee: I would have liked to have gotten more involved in the student organizations, and the student government. I just liked to have had just a little bit more control.

Interviewer: Scott, you're ready.

Interviewee: I really don't know. I think democracy is going to spread. I think that eventually eastern Europe is going to see that...I mean they're seeing it now. Communism doesn't work. I think there's going to be a lot more effort put toward doing something about the environment for the next ten years or so at least. I mean they're realizing it now, but it's going to be even more important. It's going to start to hit home a little harder.

Interviewer: Okay, so growth and democracy and greater environmental awareness are what you see happening over the next fifty years. Very good. Dwayne, what do you see?

Interviewee: More unifying of the world's governments, people will start agreeing on one path to take. And probably a lot of diseases will be wiped out by cures. Probably come into play on the other side of that maybe more diseases, new diseases will come up.

Interviewer: Okay, that's interesting. We conquer some and some new ones emerg.

Interviewee: I feel that instead of having a cold war

between the east and west which is gradually going away, will be a cold war between the north and the south. Such as south America and the mid east, North America and Europe. I don't think there will be anymore troubles such as diseases or whatever, but I don't think there will be any less as Dwight said. I feel like instead of having the green house effect, which they are not even sure exist now. They're having questions about that, they'll have other types of effects. I think everything will be the same but it will be different things. So we'll still have troubles, we'll conquer the troubles we have now, but we will just have new troubles to conquer.

Interviewer: It will be an interesting fifty years anyhow. And you guys will see it. I'll see the first decade or two. Now let me ask you what you think is the most important thing that you learned during your freshman year at Mars Hill. It doesn't have to be just one thing. How do you think you changed during that first year? Tell us maybe how it happened that you learned what you learned.

Interviewee: Probably becoming more independent. Deal with that and not having family or parents by. Because I remember coming home over break one time, and I'd got in the door and they would always ask me, well where are you going? And I would have to tell them, so I wasn't used to it.

Interviewer: Okay, that's an important part of growing up isn't it?

Interviewee: Coming from high school to college, I didn't feel I had that much more freedom, because I feel like my parents were pretty lenient on me when I was in high school, but I respect that and I always let them know what I was doing. I felt like that helped me whenever I came to college it wasn't really a shock to have everything, all the freedom that you do have in college. I did feel like the biggest thing that I learned that it's easy when your parents are'nt there when you turn around and ask them for help. You have to start doing

things on your own. Also, another thing that I learned is that life isn't always the way you want it. I left a girl friend back home that I thought that I was real serious about, came to find out that it wasn't meant to be that way. Life does have it's short curves and turns. So I believe that's what I learned the freshman year.

Interviewer: Pretty interesting year, sounds to me like. Scott.

Interviewee: Probably dealing with your time, learning how to structure your time and getting the most out of it. Probably more importantly, learning how to deal with different types of people. Learning how to deal with types of people that you hadn't been around before. Learning how to live with other people.

Interviewer: What do you think is the most important question that you are now dealing with, in your own life? Question or issue, what's going on in your life right now, Phillip?

Interviewee: Most important one for me was graduation within the next week or two. It is where am I going from here? It's not something I worry a great deal about. One of the things that I've learned here too, also, is that you can't worry yourself sick about everything in life. You need to have faith in a God, or faith in yourself, and work hard in whatever you do. You will succeed in something. I would just like to know what it is I'm going to be succeeding in.

Interviewee: Part of the same thought is where I will be fifty years from now or where am I going to be just a year from now? What am I going have to do to obtain my goals?

Interviewee: Probably just decide what's going to make me happy. Deciding what path I'm going to go down.

Interviewer: Do you think you have gotten some help at Mars Hill College to help you deal with these questions that you're facing?

Interviewee: I've learned a lot, but I still don't know what I'm going to do yet, which way I'm going.

Interviewee: I feel that just going to school without just jumping straight out into to the working world has helped me to mature a lot more than it would have jumping in straight from high school. Whether that be going to Mars Hill or going to some other school, I don't know if it made any difference. I'm glad I did come to Mars Hill, it's like a family tradition. I've had brothers and my mother and aunts come here before. So whether I've gone here or somewhere else, I don't know whether it would have mattered.

Interviewer: What do you think is the most important thing that you're going to take away from Mars Hill? That might not have been in your life if you had not come?

Interviewee: Some of the people I've met.

Interviewer: The people you've met.

Interviewee: Probably understanding and knowing all the people with different backgrounds. Different families, seeing how they all function and what makes people tick.

Interviewee: My opinion is the same as Scotts, greater understanding of people. And also my friends, I've made several good close friends that I will have for the rest of my life. They will always be there if I ever need them. I can be there for them if they need me. The understanding of people and just seeing how they work with things and how I work with things.

Interviewer: If the president of the college invited you into his office to give him some of your parting advice on how to make Mars Hill a better college, what advice would you give?

Interviewee: You've got your music majors and the other percentage of athletes, and those people are kind of separated...

Appendix C: Freshman-Senior Essay

Appalachian College Assessment Consortium

Freshman Essay

One goal of all liberal arts colleges in to enable students to express themselves well in writing. Another is to instill an appreciation of the liberal arts education and the broad perspectives it adds to the life of the individual. Although it is difficult to assess a college's effectiveness in reaching these goals, this exercise is one way to approach it.

Most colleges ask freshmen to write an essay as part of their English placement process. These essays can easily serve both purposes, and this would be ideal for several reasons. It avoids duplicating the effort and time required for faculty and students to schedule, write or administer the assessment. Using the placement essay also more or less assures that it will be written at the very beginning of the freshman year, before students have participated in freshman composition. Most importantly, motivation for good performance is inherent in the situation. However, some colleges may have reasons to incorporate writing the essay into the normal Freshman English course or into a personal development or orientation class.

Entering freshmen will be asked to write a short essay (no more than 40-45 minutes or 2 pages) on one of the following topics.

1. Imagine that you are a senior at this college. How are you different than you are now? If you could choose **one** word to capture that difference, what would it be? Please elaborate on the ways it would apply.

2. A group of other freshmen are standing around talking about why they chose this college and what they expect it to be like. Someone asks you what you expect to be most important to you in your college experience. What do you say?

Before the essays are evaluated for placement purposes, they will be copied. Therefore, it is important to test your copier before instructions are given, and ask students to write with black ink or pencil that will copy adequately. One set should be used by the faculty for placement grading in whatever ways this is normallly conducted. If the English faculty establish and apply the writing criteria, it might be a logical place to maintain the graded placement copies, so that they can be compared later with the senior essays. The other set will be labelled and eventually stored where they can be retrieved when these students are seniors. In

some colleges this could be in the students' advisor's portfolio; in others a central place may be designated for these and/or all assessment data. It is important, for the sake of continuity, that at least the dean, the person responsible for assessment and the secretarial staff are all aware of the location and procedure for maintaining these files.

Other uses within the college:
Before the freshman essays are stored, there are other ways the information can be used. Both student development staff and faculty could read the essays to help understand the orientation of their new freshmen as they enter college. They could also be useful for freshman advisors.

Another approach would be to compile a list of the "words" your freshmen chose to write about, and group them to see whether there are themes or common sets of expectations among your students. The list might be distributed to freshmen through their freshman orientation courses, or used as a basis for discussion in the course.

You might also want to see whether your word groups are related to other information, such as family background, major, Myers-Briggs types or whatever else you already have and think is relevant. If there is a relationship between those and the kinds of changes students anticipate, both students and faculty might benefit from knowing about it.

Using the information right away will help give your assessment effort credibility. Both students and faculty will be more supportive of a process which they perceive as providing useful and relevant information. This is also one way to demonstrate that assessing student outcomes can be done in a non-threatening way.

Consortium comparisons:
The consortium colleges could share this kind of information if the assessment coordinator could compile a list of the words students choose to write about as capturing their antipated changes or the most important aspect of their education. We could group the words and see whether there similariies and differences in the expectations of students by college. This information will be helpful in interpreting other kinds of data as well.

Senior Essay
During the second semester of their senior year, we will ask students to write another essay. The questions will be reworded slightly:

1. Now that you are a senior, how are you different than you were as a freshman? What **one** word would best capture that difference? Please elaborate.

2. From your perspective as a senior, if you were talking with a group of freshmen, what would you tell them has turned out to be the most important aspect of your college experience?

Assessment

Self assessment: The process of thinking and writing about their educational experience as seniors and making explicit for themselves how they have changed and what changes they value most is worthwhile in its own right. It becomes more valuable, however, when students can compare their current writing and ideas with their freshman ideas and writing. For this reason it is helpful to copy the senior essays and return them and the freshman essay together. Students can then assess their own progress, both in writing and in relation to the content.

Faculty assessment: Faculty will also evaluate both the changes in writing ability and the changes in the students resulting from their college experience. Probably the best way to evaluate the changes in writing would be to mix the freshman and senior essays together and grade, score, or evaluate them all according to the same criteria at the same time. This would give you a more consistent picture of the college's effectiveness in improving students' writing than scoring them at separate points in time.

Data analysis: Students can be graded according to the holistic scoring system or according to some agreed-upon criteria such as those I distributed earlier. If the scoring information is recorded in this kind of format, you can then make comparisons between majors, between those who took certain courses, etcetera, in terms of changes in writing proficiency.

Student Name	Sample 1	Sample 2	Sample 3
		scores	
criterion 1			
criterion 2			
criterion 3			

Retention:
You can also use the unclaimed freshman essays as a part of assessing the retention situation and learning more about who drops out, compared with who stayed. Comparisons can be made between institution using this data as well.

Other:
It would also be useful to give the essays of the individuals being interviewed to the faculty members who will be conducting the interviews of those particular seniors, either

as a part of the basis for their discussion with the students or as a way of expanding their understanding of the interviews after the fact.

Some of this information may be useful to the admissions staff and to the development staff, as well as to general education faculty.

revised 11/87

Appendix D: Assessment Institute

UNIVERSITY OF KENTUCKY

APPALACHIAN COLLEGE PROGRAM • 641 South Limestone • Lexington, Kentucky 40506-0333 • Phone (606) 257-3746

A Commitment to Access and Success

MEMO

To: Appalachian College Program Deans

From: Alice Brown AB

Re: Institute on Assessment

Date: January 20, 1987

Attached is a copy of an announcement which appears in the newest edition of our News and Notes, which will soon be sent to you for distribution to your faculty. The Institute on Assessment is designed to help you and/or your representatives select or develop approaches to evaluating the success of your efforts to provide quality educational experiences for your students. The institute is limited to a maximum of 20 participants. The faculty who will be teaching in the institute would prefer even a smaller number but have agreed to this maximum. Although the Exxon Education Foundation has provided seed money for a series of conferences or institutes, the cost of this institute or the expenses associated with this institute are to be recovered through the registration fee charged; and it will be difficult to recover those costs with fewer than 20 participants. The faculty would prefer that we have at least two participants from each of the campuses, and we are certainly not opposed to having three or four faculty or administrators from one campus.

As the announcement indicates, the institute will be held in April and a follow-up session will be held in the fall. The $500 registration fee includes all sessions. The announcement includes information about rooms at rates that are quite good for the Lexington area. Those of you who anticipate having James Still or Pew Fellows on our campus this summer might be able to make arrangements to share an apartment or room with them for the two-week period of the institute. If you are interested in special rates which would allow three or four persons to share a room at the Springs Inn, I shall be happy to get those rates for you. The cost of the institute will include coffee breaks and an occasional reception or meal. For most meals participants will be on their own, but there are a variety of cafeterias and fast food restaurants near the meeting place where food can be purchased at a nominal rate.

The attached announcement lists the registration deadline, but as soon as you know who you anticipate will attend, please let me know. If I can give you any additional information about the institute please do not hesitate to contact me. I am anxious to have this institute prove successful; I would like to see it become a model for future collaborative efforts between the College of Education and the Appalachian College Program. As with all of our programs, this institute is designed to meet your expressed needs. I shall look forward to hearing from you as we finalize our plans for the institute.

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UNIVERSITY OF KENTUCKY

APPALACHIAN COLLEGE PROGRAM • 641 SOUTH LIMESTONE • LEXINGTON, KENTUCKY 40506-0333 • PHONE (606) 257-3746

A Program of The Appalachian Center

February 5, 1987

TO: Dr. R. Pfau
Dr. A. Perkins
Dr. D. Boldon
Dr. B. Thacker
Dr. D. Schmeltekopf

FROM: Alice Brown

RE: Assessment Institute

Recently you received an announcement about the assessment institute. Deadline for registration was listed as March 15. Karen Carey, who will be visiting your campus soon, has recommended that we hold ten places for persons from your institutions. To assure that spaces are available for your representatives, I am requesting that you let me know by March 2 the names of those from your campus who will attend the institute so that they can be enrolled prior to our accepting others.

During Karen's visits to your campus you might want to discuss the institute with her and identify appropriate participants from your campus. As Dr. Weatherford suggested at our November meeting, both the FIPSE project and the institute will provide excellent opportunities for you to develop a plan for assessing the educational outcomes of your programs. I hope to hear from you soon.

AN EQUAL OPPORTUNITY UNIVERSITY

UNIVERSITY OF KENTUCKY

APPALACHIAN COLLEGE PROGRAM • 641 SOUTH LIMESTONE • LEXINGTON, KENTUCKY 40506-0333 • PHONE (606) 257-3746

A Program of The Appalachian Center

April 2, 1987

Dear Colleague:

I am writing to you about an Institute on Assessment to be held in Lexington, Kentucky, on June 7-20, 1987, at the University of Kentucky. This Institute will bring to faculty and/or staff from small, private colleges, the expertise necessary for designing and implementing assessment programs on their campuses. Specific points to be covered will include the defining of objectives and identifying their potential measures; selecting sources from which to gather information; choosing instruments; collecting, coding, storing, processing, and analyzing data, and reporting results in meaningful and useful terms.

Faculty and consultants during the two-week period will include Leonard Baird, formerly of ETS and currently a professor in the Department of Educational Policy Studies and Evaluation at UK; Charles Elton and E. W. Kifer, also professors in that department; Jonathan Warren of Research in Higher Education, Berkeley, California; and others whose expertise will match the interests of participants.

A planning meeting at the University of Kentucky on April 29 (noon-6 p.m.) for participants who can attend will focus on identifying specific needs and interests in the area of assessment. Those attending that meeting are expected to come prepared to discuss the types of information currently collected on their campuses and the information which their colleges would like to have made available. A brief follow-up meeting in the fall will attempt to determine how the Institute has or will benefit participants' colleges, and how the colleges might continue to work together to share information.

The total cost of the Institute, including planning and follow-up sessions, is $500. Participants will be responsible for meals and housing but rooms in campus dormitories and local motels are available at reasonable cost. Registration is limited to twenty.

For further information, please contact me at the above address or phone number.

Sincerely,

Alice W. Brown
Director

AWB/sea

AN EQUAL OPPORTUNITY UNIVERSITY

COMPONENTS OF THE INSTITUTE ON ACADEMIC EVALUATION:

This institute will be designed to provide you with the ideas and tools necessary to do the following:

1. Identify and examine the values inherent in your programs, policies and procedures
2. Formulate or clarify the specific objectives, goals and purposes of your college that are a result of the values identified in (1)
3. Determine criteria for measuring success in meeting your objectives
4. Defining, obtaining, analyzing and interpreting numerical data and other information that relate to your criteria
5. Determine and explain the extent of success or failure in meeting your objectives
6. Specify the relationships between experiences in your college and the outcomes of your college (the impact of your college and it's programs)
7. Identify unplanned and undesirable side effects
8. Determine the relative impact of your college and it's programs and the impact of external variables
9. Recommend the alteration or replacement of features of your program
10. Set up a continuing review of your program results
11. Assess the value, benefits or social utility of your college and its programs.

Although the new accreditation standards only go through (5) above, academic evaluation can serve many other useful purposes, described in (6)

to (11) above. That is, with only a marginal increase in effort, your college could obtain considerable information that would allow you to conduct continual self study and provide your college with information you could use in your day to day decisions.

Some of the specific points to be considered in the institute include the staffing, timing, estimation of costs, and organization of tasks in the evaluation. We will also consider ways to define objectives and identify their potential measures, the sources the information will come from, the choice of specific instruments, data collection, coding, storing and processing the data, analyzing the data, and reporting the results in clear, meaningful and useful terms.

DATA ANALYTIC PERSPECTIVES AND TECHNIQUES

Perspectives:

1. Data analysis as detective work rather than sanctification;

2. Producing valid but understandable displays of data and results for different audiences;

3. Disaggregating global measures while looking for patterns of results.

Techniques:

1. Exploratory Data Analysis (EDA) with an emphasis on understanding what is in the data set;

2. Approaches to describing and displaying how students, faculty, courses and programs change;

3. Dealing with messy data.

This was a tentative agenda - the copies of the printed one are left

TENTATIVE

AGENDA

INSTITUTE ON ASSESSMENT
June 7-20, 1987

Taylor Education Building
University of Kentucky
Lexington, Ky

mornings - Prof Baird's sessions focus on ed. policy, goals, theories of assessment, higher education contexts, readings, etc

afternoons - Prof Kifer's sessions will focus on learning techniques of exploratory data analysis and applying them to data participants bring

SUNDAY, JUNE 7

6:00 p.m. — Dinner and Welcome
Springs Inn
Main Dining Room

MONDAY, JUNE 8 - WEDNESDAY, JUNE 17

9:00-11:00 a.m. — Leonard Baird

11:00-4:00 p.m. — Skip Kifer

6:30 p.m. — Chuck Elton, University of Kentucky
Student Learning Theories

THURSDAY, JUNE 9

7:00 p.m. — Jim Rogers, Southern Association of Colleges and Schools
SACS and Assessment

WEDNESDAY, JUNE 10

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Ethnography

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5:00 p.m. — Reception for Fellows and Institute Participants

8:00 p.m. — Theatre
"Brighton Beach Memoirs"

We have moved the reception to allow those of you who have expressed an interest in leaving Lexington for the weekend the opportunity to do so. Those who stay in town are invited to have dinner at Spindletop (our "old" faculty club) on Saturday evening. Sunday a tour of Shakertown, including a ride on the riverboat there, is available for those who wish.)

FRIDAY, JUNE 12

6:30 p.m. — John Smart, VPI
Retention Research

MONDAY, JUNE 15

6:30 p.m.	Margaret Jorgersen, SREB Placement Standards and Remediation

TUESDAY, JUNE 16

6:30	Free Evening

WEDNESDAY, JUNE 17

3:00-5:00 p.m.	Jerry Lunney, Council of Kentucky Independent Colleges and Universities Disciplinary Views of Truth and Proof
6:30 p.m.	Jerry Lunney

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9:00-11:00 a.m.	Leonard Baird
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PLANNING AN ASSESSMENT:

SOME QUESTIONS TO CONSIDER

A. What is the purpose and background of the assessment?

1. What inputs, environmental factors, processes, or outcomes are to be assessed?

2. What are the critical points at which evidence will be required for decisions?

3. What rules, procedures, assumptions, and principles are involved in the decisions?

4. Who will make decisions and what is the process by which these will be made?

5. Does the overall situation suggest, require, or prohibit certain tactics and strategies?

6. What timing considerations are involved?

7. What are the limitations on costs?

8. What are the specific assessment tasks?

B. What information is to be collected?

1. Are the particular pieces of information unambiguously defined and collectible by objective and reliable means?

2. From where or from whom is the evidence to be collected?

3. By whom is it to be collected?

4. What instruments or procedures are to be used?

5. Will the collection of evidence in itself seriously affect the input, environment, process or outcomes?

6. Will the collection of evidence become a regular part of the process, or is it an add-on for a one-time assessment?

7. What is the schedule for collection of information?

C. What procedures will be used for organizing and analyzing data?

1. In what form is information to be collected?

2. Will coding be required? If subjective judgments will be required in coding, are the criteria for these adequate? Who will do the coding?

3. How will the data be stored, retrieved, and processed?

4. What analytic procedures are to be used?

D. Is the reporting procedure clear?

1. Who will receive reports?

2. Will reports be organized by analytic procedures, by type of data, or by decisions to be made?

3. Will reports include the practical implications regarding the various possible decisions to be made or leave these implications for the project staff or administrators to ascertain?

4. Is the assessor(s) to state explicitly the particular decisions which he (they) believe(s) are supported by the evidence?

5. When and in what detail are reports to be made?

E. How is the assessment to be assessed?

1. Who will be involved -- project staff, the assessors, decision makers, some presumably more objective individual?

2. What will the criteria used in this second-level assessment be -- costs, program improvement, impact on further planning of related enterprises?

3. To whom and when is this report to be presented?

4. What decisions are to be anticipated as a result of the report? Will they include improvement of assessment processes in the future?

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1. Assessment: The National Picture

Peter Ewell "Assessment: What's It All About?"

Terry Hartle "The Growing Interest in Measuring the Educational Achievement of College Students"

2. Beginning With Educational Goals

Howard Bowen "Goals: The Intended Outcomes of Higher Education"
"Cognitive Learning"

3. Clarifying Desired Educational Outcomes

Oscar Lenning "The Outcomes Structure: Introduction, Overview, Potential Uses, and Guidelines for Using the Structure"

NCHEMS "Student Learning Outcomes Questionnaire"

4. Considerations in Selecting or Developing Criteria

Emil Pasarac and Raymond Carey "Measurement Principles and Tools"

5. Developing Examinations for Majors or Programs

Trudy Banta and Janet Schneider "Using Locally Developed Comprehensive Exams for Majors To Assess and Improve Academic Program Quality"

6. Developing Assessments of General Education

William H. Berquist, Ronald Gould and Elinor Greenberg "Outcomes: Defining Intended Course and Program Results"

David G. Winter "Defining and Measuring the Competencies of a Liberal Education"

7. Designing Alumni Studies

   Mike Stevenson, R. Dan Walleri and Saundra M. Japely "Designing Follow-up Studies of Graduates and Former Students"

8. Defining, Obtaining, Analyzing and Interpreting Data and Other Information

   J. Endo and Terry Bittner "Developing and Using a Longitudinal Data File: The University of Colorado Experience"

9. Determining and Explaining the Extent of Success and Failure

   Charles J. McClain and Darrell Krueger "Using Outcomes Assessment: A Case Study in Institutional Change"

10. Reporting and Using the Results of Assessments

    Mary Kinnic "Increasing the Use of Student outcomes Information"

    Robert D. Brown and Larry Braskamp "Summary: Common Themes and a Checklist"

Higher Education Institute

The Sources

Much but not all that we will talk about is covered in Applications, Basics and Computing of Exploratory Data Analysis by Paul Velleman and David Hoaglin and published by Duxbury Press of Boston in 1981. I will ask Alice to order 10 or so of them. The cost of the book is about $20.

I will have applications of the techniques and, hopefully, you will have a data set where most of the techniques will be appropriate.

Your Data Set

This is not required but is desirable. I am going to use Placement Examinations as my example. It is meant to be an exemplar or model for what you will bring.

1. What data you bring or what data you have were collected for a reason. One has an interest in the data because one has a question to answer. Take placement examinations. They are given usually for one of two reasons: 1) to put students into courses that are presumed to be hierarchically ordered. For instance, those who have good marks in mathematics and high placement scores take Mathematics 102 while the lower scorers are placed in Mathematics 101; or, 2) to provide special instruction (often called remedial) for those who score very low.

2. Suppose one had placement tests for the latter purpose, to provide remedial instruction. A rather obvious question is whether your remedial program is working. Let's suppose the program was designed to help students read and write better. Suppose further that you decide the program is working if students do well in Freshman English and stay in school. A data set like the following would help you answer your question.

3. Choose one year (probably four years ago since you are interested in retention) and for each student assemble the following data:

ACT or SAT Scores
Placement Examination Scores
Single item results from placement scores (not necessarily the whole test but lets say at a minimum 10-20 items) with the students raw responses to each question.
An indication of what kind and how long the student was given tutoring or a remedial class.
An indication of the content of the remediation
Grades in Freshman English
Whether or not the student was graduated.
Major Field of study.

For a particular student the data could look like this:

ACT - English 12 Mathematics 15 Science 14 Social Science 13 Composite 14.
Placement Examination - 45
First 15 items on test - 123451234512345
Kind of remediation - 1 Tutoring
Length - 2 semesters
Content - 1 Writing
Grade C 1st semester C 2nd semester
Graduated 1 - yes
Major - Mathematics 3

Coded, your data for each student might take the form:

ID# 12 15 14 13 14 45 12345 12345 12345 1 2 1 C C 1 03

If you were to bring a data set of **50** cases as above that would easily be enough.

4. The above is just an example. An adequate data set would include the following:

   a. A notion that there was a question to be answered
   b. A program or set of experiences
   c. Some scores on a test
   d. Some item level responses
   e. A criteria - how would you know if the outcome was good
   f. Something that implies different groups - in the above case that variable is Major.

5. In what form should you bring your data?

   a. On a floppy disk in a standard ASCII text format;
   b. On a tape;
   c. On punch cards;
   d. In a suitcase in which case you would have to spend an evening or so putting them on a floppy or on the mainframe.

Skip Kifer

APPALACHIAN

COLLEGE

PROGRAM

WORKSHOP

LEONARD BAIRD

DUPLICATED BY LASERGRAPHICS 377 SOUTH LIMESTONE, LEXINGTON, KY 40508 (606) 281-6660

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An Institute on Assessment
June, 1987
Appalachian College Program
University of Kentucky
Lexington, KY

On June 7-20, 1987, an Institute on Assessment was held at the University of Kentucky for faculty and administrators from the 38 colleges participating in the University's Appalachian College Program. The two-week program was designed to allow the participants to become involved in an intensive study of approaches to evaluating institutional effectiveness. Eleven persons from seven different institutions attended; the maximum number that the institute faculty had recommended was ten. A list of participants is attached.

A preliminary session with the participants was held on April 29 in Lexington to discuss the types of data currently being collected on the small private campuses and the types of information which the colleges would like to have made available. The agenda (see attached) for the two-week session was planned as a result of discussions held to identify the specific needs and resources of the participants. In June participants brought to the institute data sets from their campuses which could be used to generate results from various tests and computer programs which are or could be made available to the participants on their home campuses. In April the participants were also given a suggested reading list and a copy of a publication of the office of Educational Research and Improvement entitled Assessment in American Higher Education. The textbook for the institute was Applications, Basics, and Computing of Exploratory Data Analysis.

Attached is a list of the participants. The two leaders of the institute were Dr. Leonard Baird and Dr. Edward Kifer. Dr. Baird's degree is from the University of California (UCLA) and he had almost 15 years of experience with Educational Testing Services (ETS) before joining the faculty at UK in 1983. Dr. Kifer's Ph.D. is from the University of Chicago with a speciality in measurement evaluation and statistical analysis; he has been at UK since 1972.

Guest presenters included Margaret Jorgensen from the Southern Regional Education Board; Beth Goldstein (UK College of Education); Andrew Grimes (UK Department of Management in the College of Business); Jerry Lunney (Associate Director of the Council of Kentucky Independent Colleges and Universities); Charles Elton (UK College of Education); John Smart (Professor, Educational Statistics, Virginia

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Polytechnical Institute); Jim Rogers (Director, Southern Association of Colleges and Schools); and Jonathan Warren (a private consultant from Berkeley, California).

Participants spent each morning working with data which they had brought from their campuses, learning the latest techniques for organizing and displaying information. Afternoons were spent with Dr. Baird, discussing the literature on college assessment and current testing techniques. Evenings were reserved for guest speakers with the exception of one free evening and one evening dedicated to a social function where the participants were guests of the UK Theatre Department for a drama production.

Topics covered included the purposes and background of assessment, the collection processes, procedures for organizing and analyzing, reporting and evaluating assessment techniques. Special presentations covered such topics as assessment in the classroom (as opposed to assessment as a general campus concern) and student learning theories.

The verbal evaluation session held during lunch on the final day of the institute indicated that the group felt that the institute should be repeated in basically the same format as this year for a new group of 10 to 15 faculty or administrators from the Appalachian colleges. A major benefit they found in the current institute was the sense of collegiality which developed during the four weeks and the participants requested opportunities which will allow them to continue to work together while on their home campuses. A one-day follow-up session which was originally scheduled has been extended to be three days in November at the University of Kentucky. Jim Rogers of SACS will try to schedule one of the day-long workshops on assessment to be sponsored by SACS to follow the meeting of the institute participants so that they can attend that meeting during their visit to Lexington. Several of the participants also mentioned that it would be helpful to have Dr. Baird and/or Dr. Kifer visit their campuses as consultants; they will try to arrange for such a consultation once they return to their homes.

The participants also suggested that they should return to Lexington next summer for the final three days of the next institute (if we hold another) with the expectation that if new speakers are added to the agenda, they could be scheduled during that final three days. The participants also thought it would be helpful to share comments with new participants about how they had made use of the information acquired during this summer's session once they returned to their campuses.

The College of Education, which currently administers a grant from FIPSE to work with the colleges on assessing their

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general education programs will maintain contact with the 1987 participants to involve them in ongoing discussions related to that project.

The first conference for educators in Appalachia which was sponsored by the Appalachian College Program was held in the fall of 1985 and focused on retention and attrition; over 140 attended that one day conference at a cost of approximately one third the cost of the institute. A question which educators address repeatedly is now relevant for the College Program: is it better to give (1) a few people an intense, in depth educational experience, or (2) many people some general information which hopefully will lead them to seek out more information on their own. The 1985 conference generated a profit of approximately $1,500 after expenses. In both the 1985 conference and the 1987 institute, faculty from the colleges served by the Appalachian College Program returned to their campuses with new ideas and useful information and techniques. The main question is how much of the information and techniques were adopted on the campuses and since the colleges contributed $500 per person (as well as the cost of meals and housing) it would seem more likely that additional support for the participants to implement some of the suggested techniques would follow such a high investment. A budget summary and several letters from participants reflecting the value of the institute are attached. At a meeting in November of all of the deans from the 38 colleges served by the Appalachian College Program the question of what kind of institute or conference should be scheduled for 1988 will be addressed.

The Appalachian College Program once again expresses its gratitude to Exxon for making it possible to provide opportunities to the faculty and administrators of the private colleges in central Appalachia through utilization of the resources of the University of Kentucky.

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AGENDA

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June 7-20, 1987

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University of Kentucky
Lexington, Ky

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3. To whom and when is this report to be presented?

4. What decisions are to be anticipated as a result of the report? Will they include improvement of assessment processes in the future?

PARTICIPANTS

Institute on Assessment

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BUDGET SUMMARY

The attached budget indicates that the total expenditures for the Assessment Institute held June 7-20, 1987, at the University of Kentucky were $10,547.14. Approximately 75 percent of this total was used for honoraria for speakers with the remainder being used to cover the cost of refreshments, books and materials, and the expenses of a coordinator for the two weeks.

Each participant paid $500 for program costs, producing an income of $5500. In addition, those who elected to keep the textbooks provided for their use during the institute paid for those, a total of $168.00.

Given the basic income and expenditure figures, the institute would appear to have resulted in a loss of $4879.14. However, contributions of $4,125.05 from the College of Education, primarily for expenses related to speakers, brought the loss to only $754.09. This amount was covered by the grant from Exxon, leaving available for future conferences $9245.91, including grant funds and income from the conference.

Deposits from participants were made to a new conference account (total deposit=$5668). The expenditures for the conference, less those amounts paid by the College of Education, were taken from the grant account, leaving $3,577.91 in the grant account. Therefore, next year, when a conference or second institute is held, there will be a total of $9245.91 available from the two accounts. The $3,577.91 remaining in the grant account will be spent by September, 1988. Hopefully, income from future conferences will allow that account to continue to provide funding for a series of conferences, with each conference replacing with income that which is spent for expenses.

Since a major purpose of the grant (Strategies for Survival) was to provide "seed money" to build a conference program for administrators and staff of private colleges in Appalachia, that goal is being met.

CPO 1977

BEREA COLLEGE

Berea, Kentucky 40404

Department of English

14 July 1987

Dr. Alice W. Brown, Director
Appalachian College Program
641 South Limestone
Lexington, Kentucky 40506-0333

Dear Alice:

I attended the Institute on Assessment with some reluctance and misgivings because of numerous other summer commitments and plans. I came away from the institute impressed with its organization, breadth, and overall quality. Both you and Karen Carey are to be commended.

The two principal professors, Drs. Baird and Kifer, were well-prepared, very knowledgeable, and extremely generous with their time, materials, and help. Probably the most outstanding guest lecturers were Andy Grimes and Beth Goldstein. Ms. Goldstein gave us some very useful training in ethnography for assessing the content of the senior interviews. I wish that we had had more than one session with her. Furthermore, it was helpful and important to hear Jim Rogers from the Southern Association of Colleges and Schools. As you have indicated, I expect that we will need follow-up information and possibly a workshop on the SACS plans and materials promoting assessment as an integral part of accreditation efforts.

The pace of the institute was intensive; the sessions long. Probably too much material was covered in the two-week period. In future institutes, perhaps more time for reflection should be allowed to promote better questions and more discussion. Also, towards the end of the institute, one or two short meetings scheduled only for the participants might be beneficial. (We tended to continue the discussions at lunch and dinner but not always efficiently nor with everyone present.) Among many other things, I have learned that assessment is a complex, multifaceted, and even controversial issue facing higher education. I still have a very considerable amount of material to digest and assimilate from the institute, not the least of which involves a wealth of bibliography.

I appreciate the spirit of friendliness and the effort to make us comfortable which balanced favorably with the professional nature and structure of the institute.

Sincerely yours,

Dorothy H. Schnare

Dorothy H. Schnare
Assistant Professor of English

UNION COLLEGE
IN KENTUCKY

BARBOURVILLE, KENTUCKY 40906 606 546 4151

July 3, 1987

Alice W. Brown
Director
Appalachian College Program
641 South Limestone
Lexington, Kentucky 40506-0333

Dear Alice:

I wish to take this opportunity to thank you for putting together the excellent Institute on Assessment, June 8-19, 1987. Union College will clearly benefit from the information learned at this institute. Union will organize its assessment effort beginning this fall, and it would have been difficult to prepare for this without having participated in the Institute. Leonard Baird and Skip Kifer both provided excellent instruction. The special guest speakers were all very helpful. I am especially glad that you were able to bring in Jim Rogers of SACS and Jerry Lunney of CKICU.

I hope that your program will be in a position to continue to disseminate information about assessment.

Sincerely yours,

Hubert P. van Tuyll
Assistant Professor of History

WHEELING COLLEGE

June 23, 1987

Dr. Alice Brown, Director
Appalachian College Program
641 South Limestone
University of Kentucky
Lexington, KY 40506-0333

Dear Alice,

Now that I have been back for a few days, I've had a chance to reflect on the Assessment Institute, and here are my thoughts about the experience.

My general reaction is overwhelmingly positive. I had been reading some articles on college assessment before I arrived, and I wasn't too sure if the institute would add significantly to what I had been learning on my own. I was pleasantly surprised. Len Baird was an encyclopedia of information on testing procedures and had a solid command of the assessment literature. He was especially helpful in responding to the group's requests for specific information on particular tests, often bringing in samples of the tests in question.

I was also surprised, perhaps even more so, by Skip Kifer's portion of the institute. After hearing him talk about "visual displays" of data at the April meeting, I had the impression that we would be learning to construct basic graphs and tables, something that would not have been new. By visual displays, however, he meant EDA, which I had never even heard of before the institute, and I thought I had a passing knowledge of statistics. So learning these new techniques was of untold value to me, and will influence not only the work on assessment that I will be doing, but also the way I teach statistical analysis in my experimental psychology course.

The guest speakers were also quite interesting and added a rich texture to the institute - as good as Len and Skip were. It was refreshing to hear from new faces. I was especially impressed with Beth Goldstein, Andy Grimes, and Bud Warren. As a suggestion for next time, you might consider trying to get Ted Marchese. I heard him talk at a CIC meeting last November, and he was excellent.

Jesuit Education in West Virginia
WHEELING COLLEGE · WHEELING, WEST VIRGINIA 26003 · (304) 243-2000

WARREN WILSON COLLEGE
SWANNANOA NORTH CAROLINA

July 13, 1987

Alice Brown, Director
Appalachian College Program
641 South Limestone
Lexington, Kentucky 40506-0333

Dear Mrs. Brown:

Thank you again for your initiation, coordination, and support of the institute on assessment held at the University of Kentucky June 7-19, 1987 under the auspices of the Appalachian College Program.

The impact of the Institute is direct and timely. Mr. David Sokol and I have discussed the content of the Institute and are in the process of beginning implementation of its implications for us as a small mountain college this fall.

Under the competent direction of Drs. Baird and Kifer we received a good beginning in finding out what to look for and how to go about organizing data in a college assessment program. While not experts, David Sokol and I at least have expanded horizons and can work with significant others on this campus. We expect to have further interaction with members of this summer's group in order to check out our progress.

Of particular interest to me among the presenters were Dr. Beth Goldstein, Dr. Bud Warren, and Dr. Andy Grimes. Their focus on some of the qualitative aspects of assessment opened many new doors for me, and confirmed my belief that knowing often can go far beyond quantitative measurement, impressive as that may be.

Thank you again for all of your assistance.

Sincerely,

Gerald O. Payne, Chairman
Department of Education and Psychology

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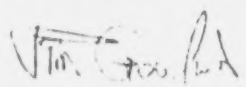
701 WARREN WILSON ROAD SWANNANOA, NORTH CAROLINA 28778-9990 704/298-3325

In summary then, the institute was of real value to me. It taught me things that I did not know, it clarified issues that had been obscure, and it gave me a solid base of information from which to develop an assessment plan for Wheeling. Finally, and perhaps most importantly in the long run, I now have a group of colleagues with whom I can consult on assessment problems as they arise.

I hope this feedback is useful to you, and I would like to thank you again for all your efforts in organizing the institute. Feel free to use my name in recommending the institute to people in the future.

Sincerely,



Jim Goodwin
Department of Psychology

Educational Policy Studies and Evaluation
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION

MEMO

TO: Institute Participants

FROM: Karen Carey KWC
Alice Brown AB

RE: Meeting November 15-16

DATE: October 21, 1987

On November 15-16, the deans of your colleges have been invited to attend the annual gatherings of deans of the Appalachian College Program. We hope you will be able to attend the follow-up session of our Institute on Assessment to be held during those same two days.

We have planned for you to meet with Drs. Kifer and Baird beginning at 2:00 on Sunday and ending at noon on Monday. The emphasis on Sunday will be on applications of computers to assessment data. On Monday emphasis will be on further exploration of assessment questions.

Rooms at the Springs Inn will be held until November 1. You should contact the Springs directly to make reservations by calling the Springs Inn at:

1-800-354-9503 - out-of-state
1-800-432-0775 - in Kentucky

Identify yourself as being with the Appalachian College deans meeting. Rooms are $45/night for single occupancy or for as many as four people per room (two double beds). You can pay the Springs at check-out.

We assume that you would prefer to make your own dinner and breakfast arrangements as a group so that you can continue your conversations informally. A lunch at the Faculty Club on campus has been scheduled for 12:30 Monday. The luncheon speaker will be Paul Eakin, who will talk about computer networks in Appalachia. If you would like to join the deans for that luncheon, please send $8 to Pat Smith at the Appalachian College Program.

You should soon receive an invitation from the Southern Association (SACS) to attend a workshop on the new institutional effectiveness criteria for accreditation to be held here in Lexington on November 17 from about 9 a.m. to 4 p.m. You may want to make reservations at the Springs for two nights so that you can attend that workshop. Please let us know whether you plan to attend by calling Karen at 606-257-1202. Leave a message on the machine if no one answers. If the phone rings for a long time with no answer, it means

131 Taylor Education Building • 606-257-3178 • Lexington, KY 40506-0001

the line is busy, so please try again. If there are specific problems or issues you would like to discuss or you would like Skip or Len to address, let us know that as well. If you have data that you want to have on the mainframe, please send it to Dr. Kifer ahead of time.

We'll look forward to seeing you again on the 15th. Thanks!

lds

Appendix E: Assessment Consortium Conferences

Appalachian College Assessment Consortium

CONFERENCE ON COURSE-LEVEL ASSESSMENT OF STUDENT LEARNING

October 25-26, 1987

Maryville College
Maryville, Tennessee

berea carson-newman emory&henry ferrum lindsey wilson mars hill maryville milligan shenandoah union virginia intermont warren wilson wheeling berea carson-newman emery&henry ferrum lindsey willson mars hill maryville milligan shenandoah union virginia intermont warren wilson wheeling berea carson-newman emery&henry ferrum lindsey wilson mars hill maryville milligan shenandoah union virginia intermont warren wilson wheeling berea

Funded in part by the Fund for the Improvement of Post Secondary Education (FIPSE) of the United States Department of Education

Sunday Afternoon

3:30 - 5:00 REGISTRATION and RECEPTION
Proffitt Dining Room, Pearson Hall

5:00 OPENING SESSION

Welcome
Dean Bolden, Academic Vice President
Maryville College

Greetings
Dr. Richard Ferrin, President
Maryville College

Conference Overview
Karen Carey, Consortium Director

Issues in Course-Level Assessment
Jonathon "Bud" Warren
Research in Higher Learning
Berkeley, California

6:30 DINNER

7:30 - 9:30 COURSE GROUPS

Monday Morning

7:00 - 8:30 BREAKFAST (Pearsons Cafeteria)

8:45 - 10:00 GENERAL SESSION
Bud Warren

BREAK

10:15 - 12:00 COURSE GROUPS

12:00 - 1:00 LUNCH (Pearsons Cafeteria)

Monday Afternoon

1:15 - 3:00 GENERAL SESSION

Special thanks to Dr. Sally Jacob, Psychology, and Mrs. Jane Huddleston, Administrative Assistant, Maryville College and Ms. Debra Grodin, Conference Assistant, University of Kentucky

AGENDA

Appalachian College Assessment Consortium
Johnson City, Tennessee
Garden Plaza Hotel Board Room
February 1988

Thursday

3:00-4:30	Review of Consortium Purposes and Approaches
4:30-6:00	Consortium Needs Institutional Questions and Concerns
6:00-7:30	Dinner in Hotel Restaurant
7:30 - 10	Data Needs and Questions Academic Profile Pace Interviews Essays

Friday

8:00 - 9:30	Continuation Proposal
10:00 - 11:30	Evaluation and Dissemination
11:30	Summary
12:00	Lunch

Conference on Aesthetics in General Education
Appalachian College Assessment Consortium

SUNDAY SEPTEMBER 25

11-1:15 Arrival and Registration

1:30-2:30 Keynote Session -- Cardinal Room

"Understanding Artistic Meaning: Aesthetic Education versus Art Education"

Phil Alperson, Department of Philosophy
University of Louisville

2:30-3:30 **The Arts in the Context of General Education: Shared Visions**

Faculty from three colleges share their college's perspectives on aesthetic education

Neil Di Teresa, Berea College Art Department
Julie Fortney, Mars Hill College Music Department
Rex Stephenson, Ferrum College Drama Department

Refreshment Break

3:45-4:45 **Small Group Discussions** --

Room	Discussion Leader
Cardinal Room A	Peggy Hypes
Cardinal Room B	Peter Crow
Maple Room	Betty Stroud
Dogwood Room	Rebecca Watson
Cardinal Room Alcove	

Participants will work in groups of about 8 people from various disciplines and from other colleges.

4:45-5:15 **General Session** -- Cardinal Room

Dinner

7:00-8:00 **What are the structures and practices we use to translate our goals and visions into student learning?**
Short presentations from three colleges with different approaches

Rosita Sands, Berea College Music Department
Richard Mullin, Wheeling College Philosophy Department
Robert Bonham, Maryville College, Music Department

8:00-9:30 **Small Groups** -- Discussion Areas

9:30-10:00 **General Session** -- Cardinal Room

MONDAY

till 8:45 Breakfast

9:00-10:00 General Session -- Cardinal Room
How well is it working? Beginning to assess our effectiveness -- some possibilities and examples.

Leonard Baird, Professor of Higher Education, University of Kentucky
Karen Carey, Consortium Director, University of Kentucky

10:00-10:15 Coffee break

10:30-11:45 **Small Groups** -- Discussion areas

11:45-12:15 **General Session** -- Cardinal Room

Lunch

1:15-2:15 **Synthesis and plans for the future**
Opportunities for cooperation between institutions

This conference is supported in part with funds from the U.S. Department of Education, Fund for the Improvement of Post Secondary Education.

Appalachian College Assessment Consortium
Conference on
Assessing General Education
Focus on Science and Aesthetics Outcomes
Pipestem State Park
Pipestem, West Virginia
May 23-25, 1989

Aesthetics Section, Tuesday, May 23

11:00 - noon	Registration
12:00 - 1:00	Lunch
1:15 - 1:45	Conference Charge and Overview -- Karen Carey
1:45 - 2:45	General Arts Session: At our meeting last fall, the arts faculty articulated different ways their curricula were structured to provide an understanding of 1. the process of creating 2. various art forms, styles, structures, media and their importance 3. aesthetic understanding and ability to articulate social and personal meanings of art 4. awareness of the historical context of the arts Panelists Pat Verhulst, Mars Hill; Graham Paul, Warren Wilson, and Rosita Sands, Berea, will discuss approaches to assessment of general education objectives for the arts in each of these areas.
2:45 - 3:00	Break
3:15 - 4:30	Participants will meet in small discussion groups with faculty from other colleges to share and/or identify and discuss the processes and instruments which can best be used to assess the arts objectives addressed by the panel?
5:30 - 6:45	Dinner
7:00 - 8:00	Keynote Speaker -- Dr. Patricia Kerr, Center for Teaching and Learning, University of North Dakota. **"On the Nature of Knowledge Construction in the Arts and Sciences"**
8:00 - 8:30	Responses, questions and answers
8:30 - 9:30	Small group discussion, mixed arts and science faculty to respond to speaker's challenges

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Wednesday, May 24

7:00 - 8:15	Breakfast
8:30 - 9:45	How can we use assessment data to improve general education? What information would cause us to make changes in the way we teach? 1. Arts content 2. Arts creation/process 3. Arts in relation to social questions, science and technology 4. Art appreciation in personal lives
9:45 - 10:00	Coffee break
10:00 - 11:45	Small groups, arts faculty only, discussing above questions
12:00	Lunch
1:00 - 2:00	Informal meetings with colleagues from your home institution to arrive at some consensus about what are the best assessment approaches for your college and why.
2:00 - 5:00	Park activities on your own
5:30 - 6:45	Dinner
7:00 - 8:00	Aesthetics groups, report from each institution
8:00 - 9:00	Group leaders meet to plan presentations for morning general session
9:00 -10:00	Morning presenters meet

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Aesthetics Section

Thursday, May 25

7:00 - 8:00	Breakfast
8:00 - 9:00	General Session Presentations from Science and Arts Groups, 20-30 minutes each on: Science: 1. What should the outcomes of the general education science curriculum be, and how is it related to the overall general education program? 2. How should they be assessed? How can the colleges help each other? Arts: 1. What should the outcomes of the general education aesthetics curriculum be and how does that relate to the goals of general education? 2. How should they be assessed? How can the colleges help each other?
9:00 -10:15	Groups react and respond to general session. Change the composition of disciplinary groups to dots and non-dots. Each science group is to develop a response to the art groups' 8 o'clock presentation and select a spokesperson. Each of the art groups is to develop a response to the science groups' 8 o'clock presentation and select a spokesperson.
10:00 - 11:30	Presentation of responses and discussion.
11:30 - 12:00	Evaluation and Planning
12:00	Lunch and Departure

This conference was funded in part by the Fund for the Improvement of Post Secondary Education, U.S. Department of Education

Appalachian College Assessment Consortium

Conference on
Assessing General Education
Focus on Science and Aesthetics Outcomes

Pipestem State Park
Pipestem, West Virginia
May 23-25, 1989

Science Section

Tuesday, May 23

11:00 - noon	Registration
12:00 - 1:00	Lunch
1:15 - 1:45	Conference Charge and Overview -- Karen Carey
1:45 - 2:45	Discussion groups with faculty from other colleges

A. What are the objectives of the general education curriculum regarding science at your institution?

BRING TO THIS SESSION:

1) Copies of the goals for General Education at your college and/or a statement of general education science goals.

2) Copies of the syllabus for a general education science course taught at your college

2:45 - 3:00	Break
3:00 - 4:30	B. How do you and your college go about trying to achieve the goals you described?
5:30 - 6:45	Dinner
6:30 - 7:30	Keynote Session: Introduction by Dr. Woodward Bousquet, Acting Dean, Warren Wilson College

Speaker -- Dr. Patricia Kerr, Center for Teaching and Learning, University of North Dakota
"On the Nature of Knowledge Construction in the Arts and Sciences"

8:00 - 8:30	Responses, questions and answers
8:30 - 9:30	Small group discussion, mixed arts and science faculty

Science Section, Wednesday, May 24

7:00 - 8:15	Breakfast
8:30 - 9:45	Panel: How can we tell how well we are achieving our goals regarding science and general education? 1. Assessing understanding of science content 2. Assessing the nature and processes of science 3. Assessing understanding of the relationships among science, technology and society 4. Assessing students' ability to evaluate the scientific information which affects their personal choices. Panelists: Jim Bier, Ferrum; Mary Ann Ghosal, Berea, Lee Swensen, Warren Wilson, Frank Quick, Mars Hill
9:45 - 10:00	Coffee break
10:00 - 11:45	Small groups, science faculty only, discussing above questions
12:00	Lunch
1:00 - 2:00	Informal meetings with colleagues from your home institution to arrive at some consensus about what are the best assessment approaches for your college and why.
2:00 - 5:00	Park Activities
5:30 - 6:45	Dinner
7:00 - 8:00	Science groups report from each institution
8:00 - 9:00	Group leaders meet to plan presentations for morning general session
9:00 -10:00	Morning presenters meet

Thursday, May 25

7:00 - 8:00	Breakfast
8:00 - 9:00	General Session Presentations from Science and Arts Groups Science: 1. What should be the outcomes of the general education science curriculum, and how is it related to the overall general education program? 2. How should they be assessed? Arts: 1. What should the outcomes of the general education aesthetics curriculum be, and how does that relate to the goals of general education? 2. How should they be assessed?
9:00 -10:15	Groups react and respond to General Session. Each science group will develop a response to the art groups' 8 o'clock presentation and select a spokesperson. Each of the art group is to develop a response to the science groups' 8 o'clock presentation a select a spokesperson.
10:00 - 11:30	Presentation of responses and discussion
11:30 - 12:00	Evaluation and planning
Noon	Lunch and Departure

This conference was funded in part by the Fund for the Improvement of Post Secondary Education, U.S. Department of Education.

Pipestem Conference on Assessing General Education
Arts and Sciences faculty, May 25, 1989

Conference Evaluations

1. Terrific! Many thanks to you for doing all this. I think that if arts and Sciences people hadn't been together it would have been less rich. Initially thought there should have been more interaction between the two groups. Now I'm not so sure, but it was terrific having Rick in the arts group. Could that kind of representation be structured in? Did science groups have anyone similar?

Really interested in pursuing interchange of **doings** with arts and science folks. Also, anything you can do to facilitate inter-campus visits would be great. (We're going to go back and get swamped.)

Please set up a way for this group to get back together (if you think it worthwhile). Thank you so much, Karen.

Graham Paul, Theater, Warren Wilson College

2. I enjoyed the relaxed atmosphere and the low-key attitude of Karen Carey. The conference was well organized and the speaker was very good. There were good introductions and discussions, and the end result was much stronger than I expected.

Suggestion: have group leaders that are able to keep directed focus and accurate time schedule.

Nancy Hicks, Education, Virginia Intermont

3. I feel this experience has been of considerable value to me since I was at step 1 in knowing about this formal program of assessment as required by SACS. I was pleased to discover that I have been doing many of these assessments in my classes in an informal way.

4. I felt that the early sessions were spent primarily in a re-hash of what our task was last Fall, i.e., acquainting each other with the goals and objectives and structures of the arts courses at our respective institutions. I'm sure that was quite useful, but I was expecting to jump right into the problem of how to assess the goals/objectives that we, for example, at Berea, have already formulated and thought through. I guess what I discovered was that some institutions and faculties are still grappling with what their goals are and should be. And some institutions are still uncertain or unhappy about even a basic mission statement. I guess this all makes me appreciate Berea-- a place with such a clear sense of what the school is all about, what its mission is, and what its particular focus is.

Once we started talking about assessment, I learned a couple of new ideas for assessing aesthetic outcomes, and the discussion surrounding assessment means was very helpful to me. I leave the conference with the following conclusions:

-- Assessment methods/means at various colleges may have some similarities, but for the most part, will have to be locally designed and particular to an in institution. This is due to the fact that while we all have some of the same basic goals, we have difference ideas and methods of attaining these goals, e.g., do we view content as the end, or content as the means toward an end?

--Assessment will need to take place on a variety of levels. For Berea, this should be at the individual course level, core course level, general education program level, and departmental level. This all seems very cumbersome and a little impractical. The logistics of all this is a little troublesome. Not impossible, but a lot of work.

The conference has been great. The opportunity to interact with other arts faculty and to witness and share their strugglings with content issues, methodology questions, etc., has been a very rewarding experience for me, personally. Although we are still quite far from any real consensus on some issues such as methods, and I am not sure that consensus is a desirable or attainable goal, I felt heartened, particularly after the Thursday Morning joint session, that people are changing their views and are moving toward viewpoints and beliefs about the arts that are more encompassing and less restrictive. I was also pleased with the flexibility in the schedule, in terms of time, at this conference. Having some recreational time was great.

Rosita Sands, Music, Berea

5. I have mixed emotions about the values of this conference to me and my institution. I enjoyed the interplay with colleagues of other institutions and yet I felt that I and my institution had reached a level that I became teacher and sharer rather than learner and taker. I prefer to do the latter when I attend a conference. This is not to say that I didn't learn. The presentation and interplay with Pat Kerr was invaluable. The sharing of the articulation of problems and solutions with a different group -- the arts -- was enlightening. And we were glad to be able to share with others what we have already learned through the consortium.

Maybe a "subconference" based on your knowledge of where each institution is in its assessment of knowledge would be more helpful. This conference obviously helped those who are just starting out!

6. The conference has been most helpful to me in
1. giving me information concerning the entire area of assessment: present situation, process, problems, etc.
2. giving me contacts with persons and college this seems to be potentially extremely valuable as I work with the actual process of assessment at Warren Wilson College
3. stimulating thinking for me personally. I found a good bit of the discussion deeply stimulating.

Pipestem is **wonderful** -- always meet here! It is so

beautiful and the accommodations quite comfortable.

I liked the mix between good planning and specific structure, on the one hand, and flexibility and ability to make adjustments in schedule, etc., on the other. Good job, Karen!

Good keynote speaker!

Thank you for letting me come! I enjoyed it thoroughly.

7. Meeting schedule -- I would suggest arrival in the evening with business meeting beginning 8:30-9:00 the following morning. Meet all that day and **part** of the evening. Adjourn at lunch time the following day.

8. Attempt to get at the main point of the conference earlier in the meeting. I felt there was a lot of floundering around before the main purpose was attacked. The relaxation time was very important to help clear the thinking and rest the bottom. I learned a lot by the time we finished.

9. Very helpful to me in ideas in lower level courses to generate student interest instead of students just sitting there as "jack-humps." The conference perhaps could be shorter because I feel everyone is talked out but they wont stop. I knew nothing about what assessment was about before the conference. I would have benefitted from a preliminary introduction to Southern Association development of assessment criteria. It was good that the conference brought out strong points and weak points of my institution's curriculum compared with others.

10. ***Very useful and helpful exchange of ideas!!!** I felt some people had closed their minds and believe they have goals, etcetera worked out which will prevent the cyclic nature of taking assessment results and rethinking goals and objectives.

Good ideas on methods of assessment but many will be difficult to carry out.

Once assessment tools are in place -- need to have another workshop on evaluation of these tools, and how they are or could be used.

Two comments: 1. The problems presented here (which is why we are developing goals and assessment procedures) need to be approached at an earlier level -- secondary school systems, etc.

2. Our goals and assessment means must be kept simple to prevent them from being lost in the paper work.

11. For me, this conference was complicated by my lack of knowledge concerning: What is assessment? Why do we have to do it? What do we have to assess? etc. The conference served to help me address some of these questions, but would have been facilitated by some more introductory and or background information. Speaker more oriented to assessment may have been useful.

I liked the relaxed, open-ended format of the meeting. Especially the way that, within this format, Karen held our

"nose" to the"grindstone."

Personally, I feel the real value of this conference was to crystallize for me what assessment "means." I also see, with some concern, that my institution is really deficient in this area and I think there is very little chance that I personally will be able to change anything at my institution, at least in a reasonable time. I feel that I need to be more knowledgeable about assessment and I need a lot more colleagues in other disciplines to be knowledgeable and aware of the necessity of assessment to make a difference at my institution.

This was a very useful conference. It served to broaden my perspective of the purpose of general education in general as well as what assessment **means.**

I think Jim's idea to use others as guinea pigs for classroom techniques is a great idea!!! I too, would like to continue the dialogue initiated here. I like Ed's idea of some sort of visiting program of conferences and faculty development, where we could go to their schools to see the results of their assessment program. I like Pat's idea of an aesthetics and science faculty show, where we can share classroom techniques and guided projects and labs.

12. There have been several benefits of this three-day conference; Most important: an opportunity to share ideas about educational goals and assessment techniques. Seeing the work of Ferrum College, which is at least a year ahead of our school, has been very helpful in leading me to understand my goals as a teacher and the goals of Mars Hill College as an institution

Rosita Sands said "I have been heartened."" and I agree. we realize that we already know some valid assessment techniques, and that we are already using some of them, and can use others without much trouble.

Just as helpful: a chance to share teaching methods and experiences, a realization and affirmation of shared goals: meeting people I like, arranging teacher exchanges, agreeing to swap poetry and criticisms of poetry with one of the conferees. All of this will enrich and help revive both my teaching and my writing.

Commendations to Karen Carey for excellent planning and administration of the conference. Don't worry about punctuality (or lack of it caused by our total involvement in small group tasks) too much -- everything worked out well. I would suggest: stop earlier. After-dinner sessions were fruitful and well focused, but faces were grey and drawn by 8:45.

We rarely travel and confer in interdisciplinary groups. The chance to do this was a good idea: To discover shared goals and interests, just to gain better understanding and affection for colleagues.

Good planning -- flexibility in execution -- for me, that's a good balance -- good food and lodging, the wonderful view, birds, sunsets, tram ride -- all are bonuses: But these experiences help restore a teacher's soul, which is, after all,

what she uses to teach with.

Suggestion: an arts/sciences general ed festival in which we demonstrate what we do. Not the syllabi, but the performances and the projects, might be shared. Thanks Karen. I loved being here.

13. This conference was very good at making me more aware of the common nature of the arts and sciences. The ability to interact, react, and act as groups and individuals through the structure of the conference and to work both as isolated and interactive disciplines succeeded in distinguishing and joining the arts and sciences in my mind. This will certainly affect how I approach teaching and assessing students and evaluating my methods.

With regard to assessment analysis and induction, the conference was not **as** successful but still very effective. I was able to reasonably evaluate most of the methods we have chosen at Ferrum. Given the groping we have done here, I think we have chosen a good mix of techniques (relative to our excruciatingly developed objectives). We needed in this conference to have a session involved with critically evaluating specific evaluation methods and their programs of education.

In general, more time was needed in all sessions and all sessions should be more tightly timed. Despite timing problems, however, much was accomplished. Similar conferences mixing disciplines in other ways would be a very good idea.

14. We have met the assessment instrument and it is us. Very good workshop.

I had no prior experience per se with assessment but am coming to understand it pretty well. Also got some good tips to improve my class. I feel a bit frustrated that I don't have more specifics to recommend to the Dean when I get back, but I may be able to do better than I think I can.

Ken Morton, Carson-Newman

15. I found this very interesting. I really liked the interactions with peers in the sciences and the arts. I have learned a lot and been inspired, amused and frustrated (on occasion) so the conference can be said to have "worked" for me.

Specific highlights for me included

1. The three-step paradigm which came Wed a.m. from Larry Stern at Mars Hill:

Have students look at the course in terms of a problem or situation and answer:

a. How important is this to me and society?

b. What kinds of questions do we need to ask about this issue?

c. Where do we go to get information about it?

2. Ken Morton's observation that his kids got more interested in chemistry when he slowed down in covering content and went into more depth about cellular research.

3. The open fire hydrant analogy for knowledge-only teaching
4. The Wed. evening group (much angst, but good process, and pretty fair final product too, I think -- we were the group represented by Jim Bier.)

I enjoyed it a lot. Thanks & happy birthday.

Mary Ann Ghosal, Berea

16. This conference allowed me to learn **A LOT** from my colleagues on occasion. I would prefer that my division had "sent" me and expected me to report back to them -- How do you relate assessment back to curriculum and co-curriculum: If our colleagues don't have some ownership early we'll get resistance to incorporation of results into curriculum.

Jim Bier, Ferrum

17. We have come a long way since our initial conference in September. This time there was much sharper focus on what we were assessing and ways of doing it. Clearly it is useful to continue to share experiences as we develop our assessment programs. The dynamic of arts people and scientists meeting together was excellent and stimulated imaginative thinking. It also produced a profound appreciation and understanding of what each area does and how it does it. Furthermore, I am inspired by the awareness that in our consortium of small colleges, there is a wealth of talented, dedicated and concerned teachers. The conference has developed strong mutual respect and has given me a very positive feeling that we are doing something right in our small colleges, and that we are on the right track in trying to make undergraduate education all that it should be for the students of our time.

Joe Carter, Ferrum

18. I came to this conference after working for more than a year on a mission statement, General Education objectives and assessment possibilities for our school. I use the word "I" loosely, for we as a faculty accepted the task the with guidance of a "steering committee" and sub-committees. I must say in a very complimentary way that this conference very much tied up loose ends for me for that year of work. I appreciate very much the structure of the conference and the scope of material we were challenged to address. I found the exchange between my peers in the arts to be invaluable as we approach this formidable task of assessment. At the same time to interact with Science faculty and curriculum (often considered cold and narrow) and find so many similarities existing between us was refreshing and warm. I appreciate and support vigorously the results from both groups which emerged from the three days and think we all go back to our larger educational bodies armed with worthwhile leadership as we approach assessment as heralded by SACS.

Providing the challenging speaker at the beginning was a definite plus, as was the afternoon of free time exploration and

the fun time at The Oaks. Opposing anyone who might have been bothered by the reality that inability to stick right to the time table provided, I found it invigorating that as groups we become so embroiled in our task that time become of less importance.

I especially liked our final combined meeting where we could exchange our ideas and impressions.

Finally, to you, Karen, **thank you** for your hard work, your congenial yet challenging personality and ultimately for this fine opportunity.

Bev Thornton

18. Karen -

1. Institutional interaction this time moved far beyond show and tell. We exchanged ideas about course content (in relation to general ed goals).

2. Now we need to design assessment instruments (or first, look at what already exists -- get the Pace, Academic Profile, NTE, etc. -- and evaluate these for our purposes.

3. I believe we need to work in our respective discipline with an assessment expert. Test design is a skill that few arts faculty have had any updated information on -- Please help us!!

4.We could volunteer to bring examples of the assessment instruments we came up with and then look at what we brought, i.e.,

1. Each institution brings a real portfolio and we look at it as an assessment instrument.

2. Bring a "senior letter' or a self-assessment sample and see what it is that we could assess with this kind of instrument.

5.We might use the grid in the "Learning to Learn" and apply it to assessment:

1. We need some knowledge base in test design - a ROTE learning, if you will.
2. We need to be GUIDED in this discovery of test design and assessment which is not course embedded.
3. Then we can be AUTONOMOUS in designing institution-specific instruments.

Thanks for the article, by the way. I enjoyed these two days.

Thanks. Julie F.

19. This has been an exciting, enlightening, creative experience for me. I came here with much frustration, schizoid understanding, and **no** real understanding or enthusiasm for assessment.

I came to realize that assessment is a dynamic process and must occur at many levels. In fact, that feedback is assessment, and is the key to good or effective teaching. I now even agree that curriculum and program assessment at both the division land college-wide levels are necessary for education to remain viable within the community.

I return to Ferrum with some enthusiasm for assessment, with

some tools to approach that assessment, and with some changes in outlook about my own teaching. Curriculum is not a static territorial thing, but a dynamic living changing organism which should be changed on the basis of our goals as educators and our own assessment of its effectiveness. Thank you and Alice Brown for this experience. I would like to see it grow and continue to be supported by the consortium.

Ed Thornton, Math-Science Division

20. Comments on Conference

As a relative virgin in the assessment process, I found that this meeting was enlightening in several aspects. I must admit a past preference for content-heavy general education courses, and while I still feel that content is important, I have been moving closer towards what I believe will culminate in responsible teaching. Assessment techniques within the course seem to provide an extremely valuable technique for allowing us to gauge student comprehension. Within the sciences it is apparent that our general education courses must be directed towards dynamic and changing contemporary topics, but with a realization that scientific methodology should be fused to this approach. We should be cautious presenting "abstract" recommendations to our peers which are developed out of this conference (i.e., we must present our recommendations in a tangible form which may be useful in the institutional assessment process.)

Those of use who plan to use "in course" assessment techniques in our courses next year should provide feedback to the consortium concerning our successes and failures. Feedback concerning colleague reaction to our suggestions should be gauged. I suggest Vancouver Island as our next meeting site.

Ron Rosen, Berea

21. I don't usually do conference evaluations because they ask such inane questions, but given Carey's Cosmic version, I do have some comments. First of all, thank you, Karen, for all this good work. I could be like some students and say it was good because I liked it, but this conference was very helpful in several ways:

1. It gave me a new appreciation for general education as an important part of our missions, including a deeper understanding of interdisciplinary nature of knowledge. We really can learn something new after all these years!

2. I feel very proud that we are working cooperatively rather than competitively, and think that it might help the public understand better what we do. It also made me understand the issues in assessment better, so I will be able to talk with more confidence to my colleagues in the fall as we get into assessment planning. We have been interviewing our seniors, but not everyone is really involved in it.

3. Meeting other interesting people who have the same kinds of objectives and face the same problems we do has been exciting and consoling. I have some new ideas from them and I also feel we have offered some ideas they can use.

4. Most of all, I have renewed by own sense of mission. I can make a difference, both for the college and my students.
CN

22. Not sure I know everything to help with assessment when we get back to our college, but this helped a lot with asking better questions. The conference was a real surprise. I didn't know what to expect, but this definitely went beyond it. Great exchange of ideas, conversations, both in and out of the sessions. Pat Kerr was a good addition. Loved the location.

23. Encore! The conference was terrific and the sunset was too. We don't often get to discuss our real educational philosophies in a way that makes a good theor[illegible]cal. Thanks.
JW (?)

Appalachian College Assessment Consortium

Conference on Assessing General Education:
the contributions of Science and Religion

September 24 and 25, 1989

AGENDA

Sunday, September 24

11:00 -- 1:00	Registration, Lobby
1:00 -- 2:15	Cardinal Room
	Introduction and Welcome -- Karen Carey
	The challenge of assessing general education
	Responses
2:15 -- 2:30	Break
2:30 -- 3:45 and	Structured Conversations, separate Science Religion Groups
	1. What can you share from your college's general education program or your teaching experience that helps students deal with these issues?
3:45 -- 5:30	Conversation with colleagues -- on the grounds, weather permitting
5:30 -- 6:45	Dinner -- Bluestone Dining Room
7:00 -- 8:00	A. Science faculty: Why should it matter to scientists whether religion is taught well?
	-What would we expect to be the outcomes of general education courses in religion? -How will we know whether we have succeeded?
	B. Religion faculty: Why should the teaching of science matter to religion faculty?
	-What might we expect general education science courses to do for our students? -How will we know whether we have succeeded?
	Develop statements for morning

Monday September 25, 1989

7:00	Breakfast. Dissemination Planning Group meeting
8:30 -- 9:30	Whole group. Presentations from evening Response
	Mixed science and religion groups: 3. How do you evaluate scientific advances, ideas? How do you evaluate religious ideas?
10:15 -- 10:45	Break -- AND Some evidence to consider
10:45 -- 11:45	Implications for teaching and learning 4. What are the ways of knowing involved?
11:45 -- 12:30	Back to assessment: how can we assess our own effectiveness, document needed improvements and put them into practice?
12:30 --	Lunch and departure

Appalachian College Assessment Consortium

Participants
Conference on Assessing General Education
Science and Religion

Nancy Hicks, Education
Carson-Newman College

Cindy Huff, Nursing
Carson-Newman College

Carolyn Blevins, Religion
Carson-Newman College

Terry Weaver, Education
Carson-Newman College

Julia Richards, President's Office
Warren Wilson College

Virginia McKinley, Language & Intercultural Studies
Warren Wilson College

Don Collins, Physics
Warren Wilson College

Warren De Arment, English, Dean
Shenandoah College and Conservatory

Faye Wood, Religion
Ferrum College

Jerry Sumney, Religion
Ferrum College

Jack Corvin, Religion
Ferrum College

Ed Thornton, Physics
Ferrum College

James Bier, Chemistry
Ferrum College

Rick Williams, Agriculture
Ferrum College

Bob Swanson, Natural Science
Union College

Hubert van Tuyll, History
Union College

Michael McCoy, Religion
Union College

John Gasiorowski, Social Science
Wheeling Jesuit College

Roberta Meehan, Biology
Wheeling Jesuit College

David Hammond, Theology
Wheeling Jesuit College

Joseph Hayden, S.J., Psychology
Wheeling Jesuit College

Ellison Jenkins, Religion
Mars Hill College

David Knisely, History
Mars Hill College

Frank Quick, Biology
Mars Hill College

Larry Stern, Political Science
Mars Hill College

Sam Boggess
Mars Hill College

Dr. Gary N. Garner, Dean
Bluefield College

Clarence Fouchee, Biology
Virginia Intermont College

Daphne Haynes, Physical Science
Virginia Intermont College

Rebecca Watson, Sociology, Dean
Virginia Intermont College

Alice Brown
University of Kentucky

Patricia Smith
University of Kentucky

Karen Carey
University of Kentucky

Carl Bahner, Chemistry
Bluefield College

Eugene Chaffin, Physics
Bluefield College

David Armbrister, History
Bluefield College

Appalachian College Assessment Consortium
Project Deans' Meeting
Tentative Agenda

Monday, July 17

3 p.m. Check in

3:15 Conference Room
Introductions of new people

Alice: Brief history of the Appalachian College Program
Karen: Brief history of the Assessment Project
and accomplishments.
Current status
Alice: Current organizational status

5:00 Dinner

6:30 Conference Room
What would we like to do in future?
Program directions and configuration?
Costs, Financial Commitment?

Tuesday, July 18, 1989

8:00 Breakfast

8:30 Conference Room
1. How should we implement decisions made Monday evening?
2. Fall conference plans

10:00 Break
1. What can we recommend to other ACP colleges?
2. Dissemination plans
3. Continuation process

12:00 Lunch

1:00 Wrap-up

Participants
Spencer MacWilliams, Warren Wilson
Don Schmeltekopf, Mars Hill
Mike Carter, Carson-Newman
Clark Bryan, Carson-Newman
Rebecca Watson, VI
Alice Brown, UK
Dean Bolden, Maryville
Joe Carter, Ferrum
Jack MacDonald, Wheeling
Pete Moore, Union
Gary Weedman, Milligan
Karen Carey, UK

Not attending
Al Perkins, Berea
Warren DeArment, Shenandoah
Rick Pfau, Emory & Henry
Doug Boyce, King

APPALACHIAN COLLEGE ASSESSMENT CONSORTIUM

ASSESSING STUDENT DEVELOPMENT
AS AN
ASPECT OF GENERAL EDUCATION

APRIL 8-9, 1990
PIPESTEM, WEST VIRGINIA

AGENDA

Sunday, April 8

11:00 -- 1:00	Registration and Lunch (on your own)
1:00 -- 1:15	Conference Charge and Overview David Knisley and Stacey Street
1:15 -- 2:00	Defining Development-From Theory to Practice Dr. Anand Dyal-Chand, Vice President for Student Affairs, Ferrum College
2:00 -- 2:15	Setting Goals David Knisley, ACAC Director
2:15 -- 3:30	Working Groups on Student Development Goals existing goals-what are they ideal goals-what should they be refine goals to assessable statements list programs and activities designed to achieve each goal
3:30 -- 3:45	Break and time to review display of group work
3:45 -- 4:00	Overview of Assessment David Knisley
4:00 -- 5:00	Working Groups on Assessing Goals assessing the achievement of the following common goals: leadership development, service motivation, values development, affective development, cognitive development
5:00-- 6:30	Reflection and enjoying the scenery
6:30-- 7:30	Dinner and assignments for Monday morning
8:00--	Interest Group Discussions

Monday, April9

7:30-- 8:30	Breakfast (on your own)
8:30--10:00	Presentation of Assessment Plans
10:00--10:15	Break
10:15--11:00	Round-Table Discussion of Assessment Instruments
11:00--11:45	ACAC activities and how they can be applied to student development Merry Burgess, Dean of Students, Mars Hill David Knisley Stacey W. Street
11:45	Adjourn and Check-out